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Kirkland College/Clinton, New York/September, 1971

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A Note on This Catalog

During Kirkland's first three years we published what might be called a rather fancy catalog. It was designed not only to serve a standard informational need, but to present, as well, a visual sense of the campus and its students for admission purposes.

This year we have decided to publish two pieces, one designed specifically for the potential student, and the other a functional document of record. This is the latter. Anyone desiring the admission brochure or further information may write directly to the Admission Office, Kirkland College, Clinton, N.Y. 13323.

INTRODUCTION

The person interested in Kirkland College should bear in mind three things: Its educational philosophy, the structure which has emerged as an expression of it, and the college's brief but important history.

The college seeks and admits academically well-qualified and motivated students. On the basis of this fact, its first educational assumption is that such students can and should assume a major responsibility for their own education. Specifically, the college manifests this assumption by an emphasis on independent study and student-initiated courses, by encouragement of the student's design of her own upper-class concentration and, generally, by being a responsive academic community.

Kirkland accepts as its goal the development of the highest potential available within its students. We do not believe that our mission is to produce a certain amount of any particular category of professional types, nor is it our mission to produce a particular kind of ideal person. We recognize that students come to us as individuals, and we are determined that they will be educated as individuals and emerge from the college with that individuality strengthened and intact. Academically, we offer in our own curriculum and in that of our coordinate partner, Hamilton College, a full range of traditional liberal arts subject matter, allowing the widest possible choice in elective and concentrated study.

We believe in the ideal that an academic community at its best is a community of learners, some more experienced than others, who mutually explore subjects of interest to them. This belief affects the way in which we teach. It reinforces our tendency to elicit full participation in discussion-oriented classes, and it is behind our practice of close and individual relationships between students and faculty. Our courses require two active elements, not one.

Finally, we recognize that just as there is no real division along the wide spectrum of knowledge, only those barriers which we erect for purposes of identification or clarity, so there is no real division between those matters of value and importance which occupy us in an abstract and historical sense in the classroom and those which impinge upon us in a concrete and current form within our daily lives. College students within our society are often at the chronological moment in their lives

at which monumental questions of personal definitions are being grappled with. We believe in the need of this community to respond to this reality as well, recognizing the strong relationship between the integration of personality and the ability to use one's full mental as well as emotional capacities.

The way in which Kirkland is organized follows directly from the series of assumptions outlined above.

For example, because of our belief in the reality of knowledge as a broad spectrum, the college has structured its curriculum and the faculty according to major divisions of knowledge and without departments defined by academic discipline. Course offerings are sponsored by the divisions of Humanities, Social Sciences, Sciences, and Arts.

Our commitment to the concept of an academic community led us, early in the life of the college, to the adoption of a form of representative self-government for the resident community of students, faculty and staff. The Board of Trustees continues to exercise its final legal responsibility for the college, but it has invited both students and faculty (as well as parents and Associates) to join its work as voting members of the committees of the Board. On a daily basis, the policies of the college, both academic and non-curricular, are worked out in committees of the student/faculty Assembly and brought before that thirty-three member body for adoption. Election to the Assembly is for a one-year term.

Participation in the governance of the college exacts a high price in terms of time and energy from faculty and students. Yet the existence of this form of involvement is a major factor of the educational experience at Kirkland and provides – outside of academic affairs – the other structure in which the essence of the community is visible.

As the College enters its fourth year of operation it concludes a four-step plan of growth in students, staff and program. With a full enrollment of about 600, the full range of the curriculum will be offered, including special Senior Seminars and Projects. The College might be said to have completed its first phase of development. It is a phase which had its beginnings almost a decade ago.

Kirkland College opened in September, 1968, as the first new independent women's college to be founded in the East since 1926.

In 1961, Robert W. McEwen, fourteenth president of Hamilton College, initiated a study of ways to expand his college to meet modern educational needs without sacrificing Hamilton's all-important human scale – its moderate size and its favorable student-faculty ratio. With a committee of the Hamilton trustees and faculty, he perceived that the best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, each independent, each coordinate with the others, and each clearly attuned to teaching as its primary responsibility.

The idea of the college cluster probably originated with the University of Oxford, but two of the best examples in the United States of this type of academic community – autonomous but related institutions with some facilities in common – are in Claremont and in Santa Cruz, California. At Claremont, a group of five colleges has been added to the founding institution, Pomona College. Santa Cruz is a planned cluster under the state system. In the Clinton grouping, each college would have its own administration, faculty, campus, and board of trustees. Common to all would be business and purchasing offices, building and grounds maintenance, health services, several special-purpose buildings and the Hamilton library: books, building and technical services.

In recommending the cluster plan, the Hamilton trustee committee, headed by Walter Beinecke, Jr. – now chairman of Kirkland's Board of Trustees – proposed that the first member college in the cluster be a liberal arts college for women. They envisioned a new institution which would answer as completely as possible the intellectual and personal needs of women in the second half of the twentieth century.

President Emeritus Millicent C. McIntosh of Barnard College accepted the chairmanship of a committee of distinguished educators which next examined the question of how the new college would meet those needs. From the outset, the members of this committee stressed the fact that they should confine their discussions to the needs of academically superior young women who would be the intellectual equals of Hamilton students. In discussing these needs they made the assumption that the post-college life of a woman requires of her greater flexibility in adjusting to changing circumstances than is usually required of a man. The committee also met with groups of recent alumnae of several colleges and asked what changes they would recommend in the educational systems through which they had passed. Out of the investigations and discussions of the McIntosh Committee came the foundations on which subsequent Kirkland plans have been laid.

The College takes its name from a local township. In naming Kirkland, however, the trustees also honored Samuel Kirkland, a missionary who in 1766 came to the Clinton area to live among the Oneida Indians. There, he later founded an academy to educate white and Indian youth, and in 1793, with the help of Alexander Hamilton, Kirkland chartered his school as Hamilton-Oneida Academy, which in 1812 became Hamilton College.

Kirkland College is a Recognized Candidate for Accreditation of the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools – the highest level possible for an institution that has not graduated a class. Recognized Candidate status means, according to the Association, that Kirkland's "organization, structure and staffing are acceptable for its stage of development, its sponsors are committed to supplying its needs and are able to do so, its governing board is functioning properly, and its academic and financial plans are well designed." Through semi-annual reports and visits from the officers of the Commission, the College continues to keep in close touch with the Association. After it has graduated its first four-year class, Kirkland will be eligible for formal accreditation. The College was first granted a provisional charter by the Board of Regents of the State University of New York; in June, 1967, the charter was made absolute.

COORDINATE RELATIONSHIP

No college of Kirkland's size could hope to offer the number and variety of courses which ever-splintering formal knowledge now requires. Indeed Kirkland has come into being, in part, as a response to the recognition of this fact by Hamilton College. The curricula of the two colleges are designed to complement each other, bringing to the joint community a combined range and diversity of courses beyond the reach of either partner separately. This mutually beneficial relationship is enriched by the fact that each institution has its own distinctive features, orientation and style.

On-going consultation between Kirkland and Hamilton students, faculty, and administrators enables both colleges to derive maximum benefit from this coordinate relationship. In addition, representatives

from the faculties of both colleges attend the faculty meetings of the other college as observers, and a variety of joint committees provide opportunities for a more formal discussion of specific matters of common concern.

Students at both Hamilton and Kirkland may, with appropriate permission, register in courses of the other college. In planning their programs, students should consult the course offerings of both colleges.

To Students and Parents

Kirkland makes a first assumption of maturity in its students and tries, in part, to select for admission on that basis.

Accordingly, the college carries on its official business directly with the student whenever possible. Evaluation reports concerning academic work are sent directly to the student; college bills are addressed directly to the student as an indication of her personal and independent status.

Any student accepting admission to the college must realize that she will have the responsibility which such status implies, and the parents of students at Kirkland should be aware that it will be the student's role to keep her parents informed of her personal progress at the college. This does not imply that there will be no communication between officials at Kirkland and the parents of Kirkland students. On the contrary, an active Parents Committee testifies to the interest and close involvement of parents with the college, and some parents serve on committees of the Board of Trustees and others as actual trustees.

More important for parents of students beginning at Kirkland, the college will always quickly notify families in the event of emergency. The college further reserves the right to require a student to communicate with her parents in the event that separation from the college for any reason seems likely.

Routinely, and as a matter of course, however, the student is our concern and our primary point of contact in all matters.

DIVISIONAL STRUCTURE

The organization of the faculty by broad divisions of knowledge (the Arts, the Humanities, the Sciences, and the Social Sciences) is a direct consequence of Kirkland's interdisciplinary philosophy. The college believes that its curriculum should reflect the continuity and relatedness of knowledge insofar as this is possible in an academic setting. Faculty members are grouped largely by the cognate nature of their respective disciplines so that the Divisional organization serves to unite and integrate, rather than to separate them in their search for a total intellectual experience that is challenging, humane, and responsive to the needs of the students.

Real knowledge is not departmentalized but is forever generating adjacent facts and tangential understandings. Students should be helped to perceive this by the Divisional organization of the faculty which is itself a statement of educational priorities.

ACADEMIC ADVISING

Every entering student is assigned a faculty advisor with whom she consults on course offerings, choice of field of concentration, change of program, and other curricular matters: i.e., summer study, study abroad, work/study, and field work. When a student has decided on her field of concentration she will select a faculty advisor in that field. Students are always at liberty to request a new faculty advisor.

SPECIAL PROGRAMS

INDEPENDENT STUDY. "Independent Study" offers to qualified students an opportunity to pursue special interests to a degree not possible in regularly scheduled courses. Whether a student is "qualified" and can profit from an independent study project are academic matters to be determined by the student's advisor and the proposed supervisor of the project in consultation with the student. The guiding principle is

that the proposed independent study project make good educational sense and that it add a dimension to the student's program not regularly available in the college curriculum. Students are encouraged to discuss the possibilities of independent study with their advisor and faculty members. Normally, no student will be permitted to register for more than one independent study in any semester, except for the senior year when independent study may be taken in addition to the senior project. There is a limit to the total number of students who can undertake an independent study project during any one semester because there is a limit to the number of projects a faculty member can supervise at one time.

Although independent study projects may take a variety of forms (e.g., supervised reading, a specialized research project, a small group of students undertaking a cooperative investigation of a common problem), they share a common emphasis: the responsibility of the student for the design and independent execution of the project with advice and counsel of the supervising instructor who, in turn, is responsible for the final Evaluation of the work done. The frequency with which a student meets with her supervisor will depend upon circumstances and will vary in individual cases. Independent Study is not a tutorial. A student who requires frequent sessions with a faculty member characteristic of tutorials is probably not eligible for independent study. Advisors and other faculty members will consider this factor when discussing independent study with students.

Registration for independent study is handled the same way as registration for a regularly scheduled elective and requires the approval of the advisor and the consent of the faculty member who will supervise the project. Each independent study registration will be considered the equivalent of a regular course in terms of the amount of work required and credit earned.

FIELD WORK. A field work project can be a valuable addition to a student's academic program and students are encouraged to explore the possibility of doing such work during the regular semester as well as during the summer. Normally, a field work project would be closely allied to the field of concentration or a cognate field. It must be approved by the student's major advisor as offering an academically sound supplement to work already done or in progress in a regularly scheduled course at the college. A field work project may not be used

to fulfill the minimum requirements for a concentration. No student may submit toward her graduation requirements field work in excess of the equivalent of six Kirkland courses. In no instance shall the combined credit for field work and independent study exceed the equivalent of eight courses.

There are two types of field work possible: (1) Field work undertaken while the student is otherwise on campus. To be eligible, students must have completed the freshman year (eight courses) in a manner judged satisfactory by their advisors. Credit equal to one course at Kirkland may be earned for each field work project. To obtain credit a field work project must be considered meaningful and successful by an on-the-job supervisor who will provide a written evaluation of the project; the student's advisor and an instructor whose professional interest is in the area of the project chosen must approve both the project and an analytical paper written by the student at the completion of the field work experience. In all cases, arrangements with both the advisor and supervisor must be completed before the commencement of the project. (2) Field work undertaken while the student is off-campus. To be eligible, students must have junior standing and have completed their previous work in a satisfactory manner. Credit equal to three courses at Kirkland may be earned for each off-campus field work project. In addition, the student may complete one course at an accredited college in a field other than that of the project during her off-campus semester. She may not, however, engage in independent study during this time. No student may do more than one off-campus field work project. To obtain credit for off-campus field work, the student must work full time on her project and obtain a written evaluation of her work from an on-the-job supervisor; the student, her advisor, and an instructor with professional experience in the field chosen must agree, in advance of the project's commencement, that it offers the most efficient means of realizing, for this student, a clearly formulated educational goal; the student, her advisor, and the instructor must be in clear agreement that the project involves an important educational experience that could not be duplicated on the Kirkland campus; within four weeks of her return to campus, the student must submit to her advisor and the instructor a detailed analysis of her activities and her own evaluation of the extent to which the educational goal originally set has been realized; the final report must be approved by the advisor and the instructor.

CRITICAL LANGUAGES PROGRAM. In connection with other colleges in the state, Kirkland offers a special independent study program in the following critical languages: Chinese (Mandarin), Hebrew, and Japanese.

The program consists of three main elements:

1. Independent study with textbooks and tapes. Students are supplied with a recorder and materials and are expected to work 7-10 hours per week.

2. Students meet with a native speaker 1-2 hours per week to practice what they have learned.

3. A specialist from a university where the particular language is part of the normal curriculum comes at the end of the semester to examine and evaluate the students.

Regular practice is all important in self-study language courses, and students should be highly motivated.

GUEST SENIOR PROGRAM. In the final year, a strong student who has compelling reasons – marriage, or financial problems, or an unusual academic concentration requiring a breadth of courses not available at Kirkland and Hamilton – may apply for the Guest Senior Program. If accepted, she can then take her final year of courses at another institution and still receive Kirkland's evaluation and degree at the end of her senior year.

DEGREE IN ABSENTIA PROGRAM. Students in good academic standing who must withdraw from residence at the College for family or financial reasons after at least two years at Kirkland will be able to register as students in absentia. This will enable them to maintain active contact with their instructors and, in accordance with faculty and administrative supervision, to complete requirements for the Kirkland degree.

JUNIOR YEAR. One of the aspects of flexibility built into the Kirkland curriculum is the opportunity for a student to spend as many

as two out of her four undergraduate years in study away from the home campus. The Office of the Dean of Students provides a list of available foreign study programs for students who are interested in using some of their time away in a substantially different context. Reputable foreign-study programs from major universities and colleges are open to students in Europe, Asia, and Africa, as well as in areas of the United States which are "foreign" to the student's socio-economic background.

Programs vary in structure: some are University-oriented (e.g. The Hamilton Program in France); others are geared toward community service as well as education. An example of the latter is the program offered by the Union of Experimenting Colleges and Universities which includes field-study centers in Appalachia, and Pueblo Indian reservations.

Most programs are University-sponsored, though a selected number of privately-sponsored programs such as The Scandinavian Seminar, are available.

Kirkland students tend to select programs which allow much time for independent study, and ample opportunity to know the people of another culture. Programs are researched by the Dean's office, and counseling is available, but much of the enrichment of the existing files, and criticism of the value of standing programs come from students themselves in an encouraged style of initiative and independence. Programs with which Hamilton is affiliated are also available to Kirkland students.

WASHINGTON SEMINAR. Students interested in public affairs may wish to apply for admission to the Hamilton Washington Semester, a program designed to give properly qualified juniors and seniors an opportunity to work in a government office during the first semester. The Washington Semester is directed by a resident member of the Government Department. It consists of internships in federal, legislative, and executive offices, as well as a regular seminar program which requires independent research and writing. Admission to the program is competitive. Students must have had Hamilton Government 28 (or its equivalent) before their Junior Year. Students are responsible for their own living arrangements. Further information may be obtained from the Dean of the Faculty or the Chairman of the Hamilton Government Department.

SUMMER THEATER. A summer theater program was inaugurated in 1971 at Sturbridge, Massachusetts, by the director of Kirkland-Hamilton theater. Members of all classes are eligible to participate and will be selected by the Director on the basis of their potential usefulness to the summer's activities. Students who choose to do so may receive two course credits for participation in the eleven week season. They will be involved in all aspects of putting on a wide range of plays and will pay the off-campus tuition rate of $80 per course credit.

DEGREE REQUIREMENTS

CREDITS. Every candidate for the B.A. degree is required to complete successfully 32 full semester courses or their equivalent prior to graduation.

TERM OF STUDY. The normal period of residence is four years: students who wish to accelerate, or those who may require more than four years, should make appropriate arrangements with the Dean of Students. Transfer students normally must be in residence at Kirkland for at least two years to qualify for the degree. All students must be in residence for the senior year unless they are enrolled under either the Guest Senior or the Degree in Absentia Program.

COURSE LOAD. The normal course load for students in residence is four per semester.

WINTER STUDY. The Winter Study program at Kirkland is designed to encourage the student to take increasing responsibility for the structure of her own education within a framework which sanctions a wide variety of subject matters and types of learning experience. The Winter Study is an integral, although specialized, part of the college curriculum; its purpose is to help women develop the capacity for continued independent and disciplined work. By action of the Assembly, each student is required to complete three Winter Study projects. The range of projects possible during Winter Study is wide to allow maximum flexibility. The following is suggestive of the types of projects which

might be found within the Winter Study program: (1) Student-initiated and operated "experimental" courses, which may or may not utilize specialists located on campus, (2) Courses on specialized topics which would not normally be offered in the regular curriculum taught either by resident faculty or specialists brought in for that purpose, (3) total saturation projects to develop linguistic, musical, artistic, literary or methodological skills, (4) research apprenticeships or field work on or off campus, (5) courses or independent work that require the use of off-campus facilities, (6) independent study under appropriate faculty guidance in an area of the student's special concern. The Winter Program thus provides an opportunity for a qualitatively different kind of study not available in the regular curriculum.

A FIELD OF CONCENTRATION. Before preregistration in the spring semester each sophomore should develop in consultation with her advisor and other faculty of her own choosing a written proposal for her concentration. This proposal should contain an explicit definition of the substantive nature of the proposed concentration, its rationale, and a tentative list of courses and other studies germane to the program. It is up to the student and her advisor to determine the specific manner in which the requirements of a concentration will be met, within the context of the type of concentration desired by the student.

There are three types of concentrations open to all students: (1) The self-designed concentration that may cut across traditional academic areas within or between divisions; and which is intellectually coherent and responsive to the student's educational goals. (2) The divisionally-sponsored concentration in any of the traditional disciplines or in an interdisciplinary program defined by a divisional faculty. Specific requirements for such concentrations are given in the course listings for each division. (3) A designated interdisciplinary program with a distinct focus and definition, including specific procedures and requirements; the concentrations in American Studies and Education fall within this category.

In all concentrations, it is the responsibility of the student and her advisor to consult as widely as necessary in relation to goals and areas of concern.

Concentration in Education

The institution of an education program at Kirkland College is prompted by the fact that the learning process and its institutionalization in school systems are as much a part of our society as trade unions, political parties, science and technology, et. al. An education program, therefore, must be placed within the context of an assessment of the society within which education takes place and the relationships between the educational process and the conditions of our age.

At Kirkland, an education curriculum does not have as its primary justification the certification of teachers (although this is not precluded) but it is more concerned with preparing students to participate in an examination and discussion of the purposes of education, especially innovative education, to inquire into what the processes of learning and teaching are. We shall be concerned with various approaches to education and the educational process. We shall inquire into what a teacher does and consider educational processes and forms in their relationship to the development of human beings, citizens, and the needs of society.

Concern with the process of learning rather than the process of teaching is probably an accurate definition of our program. Students will be encouraged to become conscious of the need constantly to re-examine the educational process, generate and process ideas about the organization of the educational system, and obtain practical experience in actual school situations.

The Concentration in Education will also offer a curricular option leading to provisional certification for teaching in elementary or secondary schools in New York State.

Students interested in an Education Concentration should consult the coordinator of the education program. Education courses are listed in the Social Sciences Division.

Concentration in American Studies

The interdisciplinary concentration in American Studies is defined and directed by a coordinate committee composed of two representatives

from the Kirkland faculty, two representatives from the Hamilton faculty, and a Program Director. Students choosing to concentrate in American Studies should consult the Director of the program or a Kirkland member of the Committee.

The student concentrating in American Studies must expect to do advance work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the Committee; the program will include American Studies 211, taken no later than the fall of the Junior year, and American Studies 499-500. (See listing under Humanities Division for course descriptions.)

SENIOR PROJECT. The Senior Project (normally one semester in the final year) serves as the culmination of the student's academic program. Therefore, it should emphasize independent work, competence in one or more disciplines, correlation of knowledge, and clarity of communication. The student and her advisor should plan the project to reflect her major interests, objectives, and area of concentration as independently as possible in a form which provides the best evidence of the student's ability.

EVALUATION

EVALUATION. Instructors are encouraged to give, and students to seek, advice and counsel. In this way each student can be helped to assess her academic progress and to attain her academic goals with maximum directness and satisfaction – and with a minimum of the kind of pressure which often subverts grading systems into self-destructive academic competition. No traditional grading system is used at Kirkland. At the end of each semester instructors make a detailed written evaluation of each student's work. These are given directly to the student, and while copies are not sent to parents by the College, it is expected that students as a matter of course will share these reports with their parents. For purposes of transfer and admission to graduate school, copies of all Evaluations are kept in the office of the Registrar.

The following process of evaluation has been adopted by the Faculty:

1. Each instructor shall be the sole judge of the quality of student work done in fulfillment of requirements for his course.

2. It shall be the instructor's responsibility to state clearly the aims of his course in the catalog description, giving specific notice of the ways in which student work shall be judged. He shall be responsible for eliciting evidence of his student's progress and understanding consonant with the college's expressed aim to eliminate the use of the final exam as a convenient, short-cut, evaluative device. Pedagogical techniques will vary from instructor to instructor and from subject to subject, but it is the college's aim to evaluate progress and skill rather than to develop good test-takers.

3. During the course of each term the instructor will normally schedule a minimum of two interviews with each student in his class in order to discuss the quality of the work being done. These conversations should be such that no student should be unduly surprised by the nature of her final evaluative comments. Further, the Office of the Dean of Students will be notified as soon as it becomes evident that a student is in academic difficulty. The appropriate Dean will inform the student's advisor, or in the case of first-semester freshmen, may wish to inform the parents.

4. Having determined by suitable means the extent to which a given student has accomplished the aims of the course, the instructor will then write an evaluation or comment. The primary purpose of such an evaluation is to inform the student, in writing, of the quality of her performance in the course. The instructor will signify whether credit has been earned.

5. The notation "Credit" denotes the successful completion of the aims of the course as determined by the instructor.

6. "Provisional No Credit" may be assigned in cases in which the instructor feels that, although the first term of a year course has not been successful, improvement has been sufficient to suggest that the second term may warrant credit for the entire course.

7. "No Credit" is assigned when, for whatever reason, the instructor feels that the aims of the course have not been met.

8. An "Incomplete" is recorded temporarily on a student transcript only if a student has failed to complete work for a course because of illness or serious emergency. This work may be completed at a later date after arrangements have been made with the Instructor and the Dean of Students.

ACADEMIC STANDING

At the end of each term the Committee on Academic Standing reviews records of students in academic difficulty and recommends appropriate action. A student who is advised to withdraw from Kirkland may request an additional trial semester, if she wishes.

Students in difficulty are encouraged to consult their instructor or advisor. The Dean of Students and the Assistant Dean of Students are also available for consultation at any time.

GENERAL ACADEMIC INFORMATION

CLASS ATTENDANCE. It is an assumption of the college that regular attendance at class and the consequent formal contact with faculty members is a major means by which the academic program is accomplished. It is a further assumption that a student's failure to attend classes will therefore result in her failure to receive all of what the college can offer her and will seriously impair her ability to learn those things the course is designed to teach.

Because Kirkland's educational philosophy is based on the view that motivated undergraduates will wish to make the most of available academic programs, full responsibility for class attendance rests with the student.

RESPONSIBILITY FOR INFORMATION. In the Residence Halls and other buildings, the college maintains bulletin boards on which official notices are posted. It is the responsibility of the student to keep herself informed and the college will assume that such posting constitutes sufficient notice of changes or initiation of policy or information.

THE LIBRARY. The critical tool for independent work at Kirkland and Hamilton is the Ellen Curtiss James Library – a 290,000 volume collection with 680 regularly received journals and periodicals. At present, its special depth lies in history, literature, languages, and in certain area studies and bibliographical materials. The collection is growing by 10,000 volumes a year, affording, in particular, additional strength in the social sciences. A new $5,500,000 library, designed by Hugh Stubbins and Associates is being built to serve the Hamilton-Kirkland communities. It will have space for 500,000 volumes and will seat 700 students. It is expected to open in the fall of 1972.

Kirkland students are given instructions in research techniques, catalogs, bibliographies, and specialized reference works. Study areas for students are available at both the central library and in a branch library in McEwen Hall.

The regular collections are on open shelves and readily available to Hamilton and Kirkland students. Like other areas of the two campuses, all library facilities are operated under a system of trust. Books may be borrowed for an entire semester. There is no schedule of fines, but users are expected to abide by a few regulations in effect.

The library also has rental collections of pictures (largely original prints), a 1,600 volume browsing room, and special collections such as its Ezra Pound collection.

SUMMER SCHOOL TRANSFER CREDITS. Credit for work done in summer school will be granted by Kirkland if the summer school grade is C or better.

LANGUAGE REQUIREMENTS AND TESTS. Language requirements are set by each of the four divisions and may vary from one to the other. See specific statements under Humanities, Social Sciences. Arts, and Sciences. Proficiency examinations, one means of satisfying divisional language requirements, are offered periodically by members of the Kirkland Humanities Division. Students wishing to take work in foreign languages at Hamilton (French, Spanish, and German) are advised to take Hamilton Language Placement Exams offered in the fall of every academic year.

COURSES OF STUDY. Cross registration is encouraged in most courses offered by both Hamilton and Kirkland, but in heavily elected courses at Kirkland, the registration priority is given to Kirkland students – and the same priority is granted Hamilton students for Hamilton courses. As a general rule permission of the instructor is required for cross-registration. Kirkland students should inform the Dean of Students of their intent to register for a Hamilton elective as early as possible. Hamilton courses are listed at the end of the Kirkland listings.

Freshmen are required to file their preferences for courses with the Dean of Students during the summer. However, final registration does

not occur until the first week of the fall semester when administrative officers and members of the faculty are available for consultation and specialized advice.

Kirkland courses are described below, organized by Division. Odd-number courses are offered in the first semester; even-number, in the second. Exceptions to this rule are noted in the course listings. Single-number courses are for one semester. Most double number courses – those separated by a hyphen (e.g. 191-192) are for two successive semesters with the first semester a prerequisite for the second; some – those separated by a comma (e.g., 191, 192) allow either semester to be elected independently of the other.

A listing of Hamilton College courses follows the Kirkland listing.

ARTS DIVISION

The Arts Program is designed to engage students in intensive participation in the arts. Students are encouraged to develop a vocabulary and proficiency in the languages of image, sound, and movement in one or more of the media. The Division is particularly interested in exploring the interrelatedness of origins, historical developments, and current directions in the arts. Faculty and students will search for new patterns of awareness and productivity (in visual, dramatic, literary, musical, and choreographic forms).

Requirements for a Concentration in the Arts Division

Students may choose to concentrate in one medium, or they may design an inter-arts program. An inter-divisional concentration may include work in education, psychology, related science courses, history, criticism, or philosophy. For those concentrating in the Division, nine divisional courses are required, plus the senior project. A concentration in one art shall consist of:

1. A minimum of eight semester courses in one area.

2. A minimum of three semester courses in appropriate cognate areas. For students concentrating in the visual arts, at least two of these cognates shall be history of art.

3. A senior project designed in conference with the advisor and accepted by the Division. The project may involve public exhibit or performance. (Listed in each medium as 451-452.) The particular courses to be used to satisfy the concentration are chosen by the student and advisor. In each instance the total program is an individual one, and the primary responsibility for its choice rests with the student.

Language requirements for an Arts Division concentration will depend upon the relevance of a particular language to the individual program.

Evaluation in all Arts courses will be based on application and evidence of progress. In workshop courses, consideration will also be given to demonstrated talent.

INTER–ARTS SEMINAR 451. A seminar in the language of the arts. (Not offered 1971-72.)

Arts Division Courses

ART 103-104. Drawing. Problems in spatial relationships and pictorial composition provide the basis for the development of skills in a variety of drawing media. The qualities of process, line, shape, light and atmosphere, will be examined in working from the model, from still life, and from the students' own imaginative resources. Mr. Friedensohn. Mr. Ostuni.

ART 211-212. Painting. The course will have two basic directions: 1) to further each student's creative ability; 2) to reach the liberation of present day art through an understanding of the past. Using models, landscape, and still life, the stress will be on spatial relationships, plastic organization, composition, drawing and design, and the interrelatedness of these with color. Using slides and reproductions, the work of great painters of many cultures will be analyzed. Prerequisite: Art 103 or permission of the instructor. Mr. Friedensohn. Mr. Ostuni.

ART 315. Techniques of the Artist. This course will cover such fields as tempera, mosaics, fresco, encaustics, plastics, stained glass, and enamels. It is expected that one or more works be executed in each of the areas covered. The class will decide which of the fields it chooses to work in. Prerequisite: Art 103, Art 211, or permission of the instructor. Mr. Ostuni.

ART 317. Light and Kinetics. An experimental course exploring the artistic possibilities of light reflection, refraction, interferences and movement. A short review of what already has been done in this field will be followed by the construction of a few light-machines utilizing known principles. The object is to gain some insight into practical principles of construction, electronics and mechanics. The main thrust of the course, however, will be to explore hitherto untried possibilities. Open to advanced art students or students manually, mechanically or electrically gifted who would like to put their abilities to an artistic use in concert with artists. Limited to 15 students. Mr. Ostuni.

ART 107-108. Ceramics I. An introduction to techniques in the use of clay as a material for three-dimensional forms. Students explore traditional wheel, hand-building and glazing methods. They are responsible for creating their own glazes at earthenware temperatures. Mr. Palusky.

ART 207-208. Ceramics II. Designed to develop technique in hand-building beyond the introductory level. Students are responsible for completing several glaze assignments at stoneware temperatures. The instructor will give slide lectures of historic and contemporary ceramics. Studio sessions also include periodic critiques on problems of technique and three-dimensional expression. Prerequisite: Ceramics 107 or permission of the instructor. Mr. Palusky.

ART 307-308. Ceramics III and IV. Each student must create a ceramic glaze thesis using any technique she wishes. The area covered may range from functional pottery to the most abstract ceramic objects. Students are responsible for making their own clay and firing their own work. Prerequisite: Ceramics II. Mr. Palusky.

ART 205. Printmaking. An introduction to basic printmaking methods such as woodcuts and the intaglio process (etching and drypoint). Drawing and design will also be emphasized. Work in wood, silkscreen, aluminum and copper will be explored. Prerequisite: Art 103 or permission of the instructor. Mr. McDermid.

ART 206. Printmaking. The student may choose one, two or more of the printmaking processes and do an intensive study of each. Prerequisite: Art 205 or permission of the instructor. Mr. McDermid.

ART 209. Sculpture. Designed to explore the fundamentals of sculpture. Students work in clay, plaster, wood, and metal to develop awareness of the relationship of form to the nature of material and the sculptural process. Prerequisite: Art 103 or permission of the instructor. Mr. McDermid.

ART 309. Sculpture. Continuation of Sculpture. Students may apply techniques of welding, casting and carving plastic and other materials

toward the development of a more personal style. Projects deal with the relationships of color and motion to three-dimensional forms. Prerequisite: Art 209 or permission of the instructor. Mr. McDermid.

ART 303. Children's Book Illustration. Study of techniques of representative illustrations from 1850 to the present. Projects will emphasize understanding of the page as a unit of space, interaction of text and pictures, and the technical requirements of book design. Practice with classic as well as modern media. Prerequisite: Art 103 or permission of the instructor.
Fall semester – Problems in black and white.
Spring semester – Problems in color. Prerequisite: Fall semester.
Mrs. Babbitt.

DANCE 121. Basic Contemporary Dance. Technique, theory, improvisation plus independent study and individual assignments in reading and experiencing dance as an art in concerts and various media. Rommett Placement. Miss Boutilier.

DANCE 321. Advanced Contemporary Dance. Technique, composition, and improvisation plus individual assignments in dance. Prerequisite: Dance 121 or permission of the instructor. Miss Boutilier.

DANCE 123. Basic Jazz. Technique, style and history. Basic Eurhythmics. Mr. Dennis.

DANCE 223. Intermediate Jazz. Technique, style and history. Assignments will include readings in and viewings of American Jazz dancing. Eurhythmics. Prerequisite: Dance 123 or permission of the instructor. Mr. Dennis.

DANCE 125. Intermediate Classical Ballet. Technique plus assignments: reading and experiencing ballet both contemporary and classical in concerts and various media. Beginners may apply for Placement Class. Mr. Dennis.

DANCE 325. Dance as a Creative Art. Projects in choreography and/or intermedia experiments. Miss Boutilier.

Note: Students and faculty in other fields are welcome to register for, or audit any dance class on the basis of consultation with advisors and the dance faculty. Arts students are particularly encouraged to take Dance as a Creative Art as part of their general background. Dance Majors are required to study contemporary dance in some form – either Contemporary Dance Technique and/or Dance as a Creative Art. It is expected that Senior dance majors will register for classes in 1) Dance as a Creative Art in which senior projects will be developed, 2) Ballet and/or Jazz, and 3) Contemporary Dance.

DRAMA 141. Drama Workshop. A workshop designed to assist the beginning actor, through exercise and scene study, to explore the capabilities of such instruments as voice, movement, emotion, and intellect. Mr. Bell.

DRAMA 242. Drama Workshop. A workshop in advanced problems in acting, with intensive work on scene study. Prerequisite: Drama 141 or permission of the instructor. Mr. Harper.

DRAMA 243. Theatre Design. An exploration of design concepts for the stage, unifying set, costume and lighting to arrive at an integration of color, line, space, and shape. For Juniors and Seniors. Prerequisite: Drama 141. This restriction applies to Theatre Majors only. Mr. Harper.

DRAMA 343. Seminar in the History of Theatrical Style. An examination of cultural influences on modes of production. Each student is responsible for a project which outlines production practicum and style. For Juniors and Seniors only. Mr. Bell.

MUSIC 131-132. Theory I. Species Counterpoint. Generating and shaping single line, writing counterpoint for two, three, and four voices.

Prerequisite: Knowledge of musical notation; must not be tone deaf. Mr. Sheinkman.

MUSIC 231-232. Theory II. Harmony; chords, tonality, harmonic motion. The emphasis is on the linear drive. Writing on classical models. Prerequisites: Music 231-232. Mr. Hartwell.

MUSIC 331-332. Theory III. Fugue and analysis, writing on models ranging from Bach to Wagner. The extensions of tonality. Prerequisite: Music 231-32. Mr. Sheinkman.

MUSIC 431-432. Theory IV. Twentieth century techniques, including serial writing. Models studied: Schoenberg, Stravinsky, Webern. (Not offered 1971-72.)

MUSIC 233. Electronic Music Studio I (Introductory). This course is designed for non-music majors and majors alike: gaining familiarity with the synthesizer as an instrument and its use in rudimentary composition for a variety of purposes, including possible use for theatre, dance, art, etc. Open to all students on approval of instructor. Mr. Hartwell.

MUSIC 333. Electronic Music Studio II. (Spring semester only.) This course is designed for non-music majors. Use of synthesizer in exploration of sounds, and in mixed media – with lights, kinetic sculpture, dance, theatre, film. Prerequisite: Music 233. Mr. Hartwell.

MUSIC 433. Electronic Music Studio III. (Spring semester only.) For music majors. After the innocent delights of mixing exotic noises is tasted, sophisticated composition begins. This involves planning, selecting and controlling; disciplined formal thinking. The distinction betweeen throwing sounds together and composing will be insisted on. The completion of a composition is required for credit. Prerequisite: Music 131 and Music 233. Corequisite: Theory II or III or IV. Mr. Hartwell.

MUSIC 353. Opera Workshop. Preparation and performance of an opera. Depending on the work chosen, this involves singers, pianists, directors, choreographers, dancers, stage and costume designers, lighting technicians and photographers, not to mention Hewers of Wood and Drawers of Water. Prerequisite: Approval of instructors. Musical Director: Mr. Sheinkman. Theatre Director: Mr. Bell.

Note: Performance groups. Students may join one or more of the following: string ensemble, woodwind ensemble, brass ensemble, orchestra. One credit is given for one year of instrumental and/or vocal study, and/or ensemble work only when taken in conjunction with one year of Theory.

PHOTOGRAPHY 113. An introduction to photographic communication. Aesthetic traditions are explored, and fundamental techniques, such as variety of cameras and their uses, lighting, and darkroom procedures, are studied. Mr. Liebman.

PHOTOGRAPHY 114. A search for a more personal style is the central concern of this course. The classical viewpoint is explored as well as the possibilities of serial photography, montage, photograms, the photographic story, and the use of pictures with the printed and spoken word. Prerequisite: Experience in photography or permission of the instructor. Mr. Boxer.

FILM VIEWING 116. (Spring semester only.) Introduction to the grammar of film techniques, including writing, directing, and producing. Students view, analyze and do critiques of documentary, theatrical, art, and underground films.

MOTION PICTURE PRODUCTION 213. An introduction to motion picture techniques and an exploration of animation, documentary, art, educational, and theatrical films. Interdisciplinary projects are encouraged. Prerequisite: Experience in photography or permission of the instructor. Mr. Boxer.

MOTION PICTURE PRODUCTION 214. (Spring semester only.) An exploration of the graphic arts in relation to film animation. Using a simple animation stand, students make short animated films employing drawing or painting, collage, stoptime photography, still photography, and construction singly or in combination.

WRITING 151. An introduction to the fundamental problems of prose, fiction and poetry, designed for writers who have not participated in a workshop, or who have not had their work exposed to technical criticism. Members gain experience with such elements as characterization, setting, point of view, pace, rhythm, tone, mood, and imagery. Mr. Rosenfeld.

WRITING 251. (Spring semester only.) A prose workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students are free to write in short story, novella, or novel forms. Prerequisite: Permission of the instructor. Mr. Rosenfeld.

WRITING 252. A poetry workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Students determine the direction they wish their work to take. Prerequisite: Permission of the instructor. Mr. Rosenfeld.

WRITING 253. A playwriting workshop for writers whose work and purpose have developed sufficiently to warrant concentration in playwriting. In order to test their dramatic validity, students arrange informal stagings of their scripts. Prerequisite: Permission of the instructor. Mr. Rosenfeld.

WRITING FOR PERFORMANCE 351. (Spring semester only.) For writers who wish to engage in unprescribed experiments in connection with other media.In order to test their validity, students arrange for production of segments of their projects. Prerequisite: Permission of instructor. Mr. Rosenfeld.

Curricular-Related Programs

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts complementing certain work in the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

PIANO: Mordechai Sheinkman, Associate Professor of Music at Kirkland College - instruction.

Mary Armistead Jones, Instructor in music at Hamilton College - instruction.

FLUTE: Shelby Boggio, Instructor in music at Hamilton College; member of the Utica Symphony Orchestra - instruction.

VOICE: Neva Pilgrim, Yale University, M.M., Ditson Fellowship to the Academy of Music in Vienna, Austria; Martha Baird Rockefeller Grant; extensive concert and operatic work both in the United States and Europe - instruction.

ILLUSTRATION: Natalie Babbitt. Smith College, B.A., Seven books published. Awards: Runner-up for Newberry Medal. Honor book in 1971, Spring, "Book World" Children's Festival.

GLEE CLUB: James Fankhauser, Director of Choral Activities at Kirkland and Hamilton Colleges, and Assistant Professor of Music at Hamilton College.

HUMANITIES DIVISION

The Humanities Division offers courses in American Studies, Art History, History, Literature, and Philosophy. Students may concentrate in any one of these subjects, or they may combine two or more disciplines into a concentration in Humanities.

Concentration Requirements

The minimum requirement for all concentrations in the division is seven courses plus the Senior Project. The specific courses to be used satisfy the concentration requirements will be determined by the student and her advisor. In some fields particular courses are required. These are noted below.

ART HISTORY: Students may come to a concentration in Art History either from the studio arts or from the academic fields of the humanities. Students wishing an Art History concentration should consult with their advisor or the Chairman of the Humanities Division.

HUMANITIES: Students wishing an interdisciplinary concentration in Humanities should plan a coherent program integrating two or more subjects or disciplines, or providing a means of approaching a specific intellectual problem. At least four upper level courses should be included in the program.

HISTORY: The concentration in History is broadly conceived to offer students the opportunity to fashion their program according to their particular interests and objectives. The variety of courses available at Kirkland and Hamilton enable a student to include work in American, European, and Asian history, and the History of Science. Since the historian studies the recorded expressions of human activity, the History concentration will involve the student in an examination of how the historian thinks, works, and questions. The Senior Project will require one or two semesters depending on the scope and intent of the project. Students are also urged to develop proficiency in a foreign language or statistics.

LITERATURE: A student may concentrate in Literature by taking courses in one or several of the following: English, American or foreign

literatures, either in the original languages or in translation. At least four courses are to be selected from those numbered 200 to 489. During the fall semester of her senior year a student should take a 490 course in Literature, a course limited to seniors. If the student is not in residence, she may (1) take the 490 course in absentia or (2) take a comparable course at another institution if that course has the approval of the Literature staff. During the spring semester of her senior year, a student will complete her Senior Project, which will bear the number 500. A student may also concentrate in a foreign literature, such as French, German, or Spanish. Such a student may follow the procedure for the senior year as described above, or she may follow whatever procedure is prescribed for the specific literature she is concentrating in.

PHILOSOPHY: Students concentrating in philosophy must include one semester of informal or symbolic logic and a year course in the history of western philosophy. Either requirement may be waived if the student can give evidence of equivalent skill and knowledge gained in some other manner, and if she can secure written permission from all Kirkland and Hamilton professors whose courses require either course as a prerequisite. The Senior Project should reflect a specific focus of interest within the field of concentration. It is strongly recommended that a semester of contemporary analytic philosophy and of phenomenology and existentialism be included in the program.

FOREIGN LANGUAGES: All students are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school in the Humanities should realize that they will very likely be expected to use one or more languages, in addition to English, in their graduate work.

Unless otherwise specified, evaluation of student performance in all courses will be based primarily on the quality of participation in class discussion and of written work or other projects. Instructors reserve the right, however, to give examinations or in-class writing assignments whenever these activities appear desirable.

AMERICAN STUDIES 211. Introduction to Theories and Methods.

This course will be an introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the inter-relations of ideas, institutions, and cultural forms in American life. The course is open to sophomores, juniors, and seniors, but is primarily designed for those who have decided to declare American Studies as their concentration. Mr. Hoffa.

AMERICAN STUDIES 241. Self and Society in Contemporary America. An experimental course concerned with growing up in the United States today. Students are encouraged to plan the course as they see fit and to define for themselves such projects, papers, or oral presentations as seem interesting and pertinent; they are responsible for self-evaluations which will become part of their permanent academic record. The instructor's role here is one of catalyst, occasional synthesizer, and guide when needed. Her task is to be clear about her interests and biases (e.g. non-disciplinary study, personal writing, student autonomy, human liberation) and to stimulate students to discover and uncover their own. Areas of interest: dilemmas of youth and adolescence; college education as a problem in American values, in contemporary social and political history, in adolescent psychology; the movement for social change and its relations to new communities, new colleges, new modes of growing up; the relation of art and creativity to growth, wholeness, and well-being; group experience: the search for new modes of teaching and learning. Mrs. Friedensohn.

AMERICAN STUDIES 242. Education and Social Change. A student-centered course with a number of possible concerns—depending upon student interest: (1) The relationship of formal education to social change, (2) Education for social change, (3) Experimentation in higher education, (4) Student autonomy, personal growth, and American values. Some demands: (1) Extensive writing on some of the above themes, (2) Active participation in group discussion, (3) Real presence. (Limited to 20.) Mrs. Friedensohn.

AMERICAN STUDIES 301. The Image of the City. By an examination of novels, political tracts, sociological studies and writings of settlement house workers, the course will focus on the variety of ways in which Americans have sought to condemn, accept, or deal with

problems posed by cities. Emphasis will be placed on the symbolic role of cities and on the ways in which perception of their problems has historically limited available solutions. The course is intended primarily for concentrators in American Studies. Mr. Locke.

AMERICAN STUDIES 304. Heroes and Leaders in America. The concept of national character has been abused and overused by writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of the concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. Mr. Locke.

AMERICAN STUDIES 322. American War Literature. Crane's "The Red Badge of Courage"; Hemingway's "A Farewell to Arms"; Cummings' "The Enormous Room"; Mailer's "The Naked and the Dead"; Heller's "Catch-22". These novels, together with some verse on the same themes, will be read both as literature and as embodiments of contemporary assumptions about the nature of war, its effects on societies and individuals. Juniors and Seniors. Others by permission. Mr. Babbitt.

AMERICAN STUDIES 499. Senior Seminar. Application of the theories and methods of interdisciplinary study to selected problems in American life. Prerequisite: 221. (Same as Hamilton American Studies 49. Not offered 1971-72.)

AMERICAN STUDIES 500. Senior Project. An independent project required of senior concentrators in American Studies. Faculty sponsors of this project will be chosen with the approval of the appropriate interdisciplinary faculty committee. Prerequisite: 499. (Same as Hamilton American Studies 50. Not offered 1971 - 72.)

ART HISTORY 101, 102. Survey of the History of Western Art. Fall semester: Pre-historic Art to the Late Middle Ages. Spring semester: The Renaissance to the end of the Nineteenth Century. The emphasis during the fall semester will be on the art of classical antiquity as the foundation of the art of the middle ages; during the spring, on the

Renaissance as style and concept. The object of the course is to provide the experience that will enable a student to approach an unfamiliar work and fit it into a meaningful historical-stylistic framework. Admission to 102 by permission of instructor only. Mr. Lieberman.

ART HISTORY 201. The Art of the Twentieth Century. The style of the twentieth century will be approached not only by tracing the origin and development of the various "isms" (Fauvism, Cubism, Expressionism, Dadaism, Surrealism, Abstract Expressionism) but also with the idea of understanding them in terms of the twentieth century search for forms that characterize the period. Considerable attention will be devoted to the question of history vs. criticism in the study of twentieth century art. There will be one major research paper. Mr. Lieberman.

ART HISTORY 212. The Renaissance in the North. The emphasis will be on painting in the Netherlands, France, and Germany, beginning with the evolution of the International Gothic style in the fourteenth century, and following the development through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Bruegel, and the school of Fontainebleau in the sixteenth . Mr. Lieberman.

ART HISTORY 199, 299, 399, 499. Independent Study. Staff.

ART HISTORY 500. Senior Project. Staff.

FRENCH 121,122. Intermediate French. The student will be expected to master the fundamentals of spoken French by active participation in class discussion and will be required to spend at least one hour a week in the language laboratory. Comprehension and writing ability will be practiced through readings of various fields ranging from the arts to the sciences and the student's writing of short but frequent papers. The student will be asked to also do intensive work in her own field of interest. Stress in final evaluation will be placed on progress achieved in the mastery of grammar, sentence construction, style and oral fluency. Prerequisite: Two years of high school French. Open only to Kirkland students. Mrs. Heuberger.

FRENCH 131. Introduction to Literature. Reading in the literature of the 19th century. Presentation in French of works by Mme. de Stael, Chateaubriand, Hugo, Lamartine, Musset, Balzac, Flaubert, Stendhal. Critical studies of various types of novels and poetry. Evaluation of the students will be on the basis of their participation in class and the frequent reports they make on their individual research both to the teacher and in the class. A final critical paper will summarize their semester's work. Prerequisite: good comprehension of French; speaking ability; mastery of basic linguistic structure and reading ability of texts of moderate difficulty. Open only to Kirkland students. Mrs. Heuberger.

FRENCH 132. Literary Movements from Zola to Sartre. Particular reference will be made to the philosophical, social and scientific influences on the writer's work. Students will be asked to participate actively in class discussion. Writers who may be considered are Zola, Huysman, Proust, Gide, Roger Martin du Gard, Jules Romain, Radiguet, Mauriac, Bernanos, Giono, Sartre, Camus. Prerequisite: Good command of both written and spoken French. Open only to Kirkland students. Mrs. Heuberger.

FRENCH 215. The Exaltation of Individualism. Studies in romantic prose and poetry. (Not offered 1971-72.)

FRENCH 216. Prose in the Nineteenth Century. Analysis of various movements from Merimee to Zola. (Not offered 1971-72.)

FRENCH 227. Symbolism. The poetry of Baudelaire, Verlaine, Mallarme, Rembaud. (Not offered 1971-72.)

FRENCH 228. "Pieces Noires" of the Twentieth Century. Technical and thematic analysis of plays by Cocteau, Giraudoux, Anouilh, Montherlant, Camus, Sartre, Beckett, Ionesco. (Not offered 1971-72.)

FRENCH 231. The French Novel from the 12th to the 18th Century. Survey of the evolution of the genre as an attempt to grasp

and portray reality; from its first manifestations to Diderot's creative work. This course will also be dealing with a search for a definition of the novel and an analysis of the historical, social, economical and cultural forces (in France, Spain, Italy) which have led to the creation of the genre. A critical textbook (Coulet) will be used and the student will be asked to master its contents as well as work in close supervision on a specific author or theme of her choice. She will also be evaluated on the basis of class discussion and progress in critical writing. Mrs. Heuberger.

FRENCH 302. The New Novel. A study of new ways to express the hidden mainsprings of human reality. Technical analysis of the novel form and of its transformation from the 18th century on. Particular emphasis will be given to the "anti-novelists" such as Butor, Robbe Grillet, Sarraute, Claude Simon and their predecessors.. (Not offered 1971-72.)

FRENCH 332. From Realism to the New Novel. The influences on the form of the novel of the shift of sensibility and the changing concepts of reality. Authors such as Balzac, Zola, Huysmans, Gide, Green, Mauriac, Gracy, les anti-romanciers will be read. This course will also deal with contemporary French and American criticism. Mrs. Heuberger.

FRENCH 199, 299, 399, 499. Independent Study. Staff.

FRENCH 500. Senior Project. Staff.

HISTORY 101. The Study of History. This course is designed to acquaint the student with the richness and complexity of historical study. A single major work will be investigated in depth in order to illustrate the problems of historical evidence, the nature of an historiographic problem, and some of the various methods, theories, and philosophies of history. Mr. Marcy.

HISTORY 102. Introduction to Contemporary History. This course focuses on the problems facing the historian who attempts to comprehend modern society with its changing structure and expression. Students will concentrate on approaches to historical evidence (e.g., newspapers, memoirs, and fiction), the nature of modern historiography, and the relationship of history to the social sciences and the humanities. (It should be understood that this course does not provide a survey of recent times; students should not take both History 101 and 102 without special permission.) Mr. Townsend.

HISTORY 111. Early Modern Europe. Designed especially for students with no background in history, the course deals with the rise of modern Europe from the end of the Middle Ages until the middle of the seventeenth century. Political history receives primary attention, but intellectual and social history are also considered. Readings include both primary documents and major works of historical interpretation. Mr. Miller.

HISTORY 121. Tudor/Stuart England. A survey of the political and religious history of England from 1485 to 1714 with some attention given to intellectual and social-economic changes. The course includes lectures and discussion. It is designed to be of interest to those whose principal interest is in literature as well as for those in history. Mr. Marcy.

HISTORY 122. Modern Britain. Survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Mr. Marcy.

HISTORY 132. The Rise of France. (Not offered 1971-72.)

HISTORY 201. The Evolution of Christian Thought. The growth and development of Christian doctrines and ideas from the earliest history of the church to the Reformation. Major topics include the thought of the primitive church and the Fathers, the Ecumenical Councils and the rise of heresies, and the development of medieval scholasticism. Mr. Miller.

HISTORY 211, 212. Medieval Revival. European society during the height of medieval civilization. Fall semester: The concrete signs of social invigoration: economic revolution and social change, political stabilization and expansion and the social and political effects of ecclesiastical reform. Spring semester: The emphasis will be on the intellectual or cultural side of this revival: the change in education as seen in the cathedral schools and the universities, the literary and philosophical trends of the "Twelfth-Century Renaissance", and the significance of Gothic architecture. Entire year or either semester. Students who want to take 212 separately must have permission of the instructor. Mr. Townsend.

HISTORY 215. The Renaissance. The Renaissance as an intellectual movement beginning in fourteenth century Italy and spreading into northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the influence of Humanism on religion and politics. Mr. Townsend.

HISTORY 216. The Reformation. Topics to be studied will include the origins of Protestantism, the major ideas of the Reformers, the spread of the Reformation throughout Europe, the Catholic Reformation and the Council of Trent, and the imposition of a temporary religious and political settlement upon Europe. Mr. Miller.

HISTORY 221. Education in Society. This course will consider some crucial stages in the development of the educational ideals and institutions of western society. Close attention will be paid to the social context in which those ideals and institutions arose and changed to meet contemporary challenges. Exemplary topics: the medieval universities, Renaissance Humanism, J.J.Rousseau, William Wordsworth, J.S.Mill, Cardinal Newman, and John Dewey. Mr. Townsend.

HISTORY 231, 232. American Cultural and Intellectual History. Designed to acquaint students with the importance and development of the life of the mind in America, from colonial times to the present, and to investigate the relation between ideas and their cultural settings– in other words, to examine ways in which Americans have tried to use

reason, myth, ideology, arts, and literature to cope with or alter their lives. Familiarity with American political history would be helpful for students taking the course. Students who wish to take 232 separately must have permission of the instructor. Mr. Locke.

HISTORY 246. The Intellectual History of Modern Europe. A study of some of the major trends in the intellectual history of Europe in the past two hundred and fifty years. Through selected readings in primary documents and in major works of historical interpretation, the course deals primarily with the Enlightenment, Romanticism, Positivism, Socialism, and Marxism. Mr. Miller.

HISTORY 265, 266. A History of Germany from the Reformation to the Present. Fall Term: From Emperor Maximilian to Frederick the Great. Spring Term: Modern Germany. Either term may be elected independently, but permission of the instructor is required for those with no previous background in history. Mr. Miller.

HISTORY 301. Social and Economic History of Great Britain from 1688. The seminar will examine the problems of both a burgeoning and a mature industrial society with special emphasis given to demography, agriculture, commerce, technology, the role of labor and government, and the social consequences of the great changes in these areas. Mr. Marcy.

HISTORY 312. History, Arts and Letters. A consideration of relationships between the disciplines of social history, literature, and the history of art and thought as seen in the following topics and material. (1) Examples of epic literature (Beowulf, Roland, Tristan and Roman de la Rose) and certain artistic modes (iconography, manuscript illumination and the decorative arts) focusing on the use of the hero and on formal development. (2) The Gothic cathedral as an artistic and intellectual response to certain social and religious issues. (3) Michelangelo as a poet, sculptor, and thinker. Students will be expected to develop an individual project (class presentation and/or essay) related to each topic. Prerequisites: Some intermediate study in history, literature, or art history. Mr. Townsend.

HISTORY 322. Philosophy of History. (Not offered 1971-72.)

HISTORY 331. Problems in Nineteenth Century America: Nationalism. The course will focus on the Civil War as a national conflict devoid of the prior ideological justifications common to such wars. It will examine crystalization of regional loyalties and politics, and the nature of unionism before 1860, as well as post-war changes in institutions and society as a means of identifying the emergence of a peculiarly American sense of nationality toward the latter part of the century. Mr. Locke.

HISTORY 334. The Progressives: Conflict and Cohesion. An intensive examination of intellectual, social, and political ferment and change in the years between 1890 and 1914. The aims of the course will be to familiarize students with literary and historical materials of the period, to learn to deal with problems of coherence and diversity in that time span, and to examine critically a nationalist rhetoric that emerged during the period. Mr. Locke.

HISTORY 199, 299, 399, 499. Independent Study. Staff.

HISTORY 500. Senior Project. Staff.

HUMANITIES 169, 170. Female Studies. While the course will focus primarily on women in the novels of four major British authors, the history, sociology, and psychology of women will also be considered. To the latter end, specialists in these areas will visit the course. Evaluation will be based on the grounds set up by the individual students in their "contracts". Assigned fiction: C.Bronte, "Wuthering Heights", G.Eliot, "Middlemarch", H.James, "The Portrait of a Lady", V.Woolf, "Mrs. Dalloway". Miss Burkom.

LITERATURE 101. Reading in Poetry. This course will explore the complex relationship between what a poem means, and how it means what it means. It will consider poetry as a mode of knowledge, whose

form cannot ultimately be separated from its content. Thus there will be equal emphasis upon the formalized methods poets use to make statements about reality and the nature of the statements they make. Some critical and theoretical documents will be read. Mr. Hoffa.

LITERATURE 102. Twentieth Century. (Not offered 1971-72.)

LITERATURE 104. The Brontes. A study exploring the usefulness of various approaches (historical, biographical, psychological, thematic and structural analysis of works) for an understanding of this remarkable family's life and work. Mrs. Colby.

LITERATURE 105. Twentieth Century Literature: A Generic Approach. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussions of selected poems, short stories, novels, and plays. Among the major figures to be discussed will be Yeats, Eliot, Thomas, Joyce, and Lawrence. Mr. Bahlke.

LITERATURE 116. American Literature of the 1930s. A survey of writing between the 1929 stock market crash and the bombing of Pearl Harbor in 1941. The course will explore a wide range of novels and stories, as well as songs, poems, plays, photographs, cartoons, and paintings. Such authors as Dos Passos, Farrell, Dahlberg, Wolfe, Hemingway, Faulkner, Roth, Agee, Steinbeck, Odets will be read to establish the style, mood, and conscience of the decade. Mr. Hoffa.

LITERATURE 121, 122. Ideas and Forms. A selection of literary documents that present some of the major ideas and forms of western literature. Fall Semester: selections from the Bible, the "Iliad", Plato's dialogues regarding the last days of Socrates, Dante's "Inferno", selected Elizabethan sonnets, and Cervantes' "Don Quixote". Spring Semester: "Hamlet", Milton's "Paradise Lost", Swift's "Gulliver's Travels", Melville's "Moby Dick", and Shaw's "Back to Methuselah". Either semester may be taken separately for credit. Mr. Jamison.

LITERATURE 213, 214. Modern Drama. An attempt to explore the possibilities and limitations of drama as a 20th century genre. Special emphasis upon works by Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Sartre, Camus, Beckett, Ionesco, Albee, and Pinter. Either semester may be taken separately for credit. Mrs. Colby.

LITERATURE 217. Hawthorne and Melville. A study of two major American writers of the 19th century. A number of short pieces of each author will be read as introduction to style and central concern. Major works will include "The House of the Seven Gables", "The Marble Faun", "Moby Dick", "The Confidence Man". Sophomores and up. Enrollment limited. Mr. Babbitt.

LITERATURE 219, 220. Shakespeare. Reading and discussion of the plays. Fall Semester: the early plays; roughly, those written before 1600. These will include comedies, histories, and tragedies, and attention will be focused on Shakespeare's development as a dramatist in each form. Spring Semester: the later works, including tragedies, "problem" plays, and romances. Either semester may be taken for credit, but students who wish to begin with the second semester must have permission of the instructor. Mr. Jamison.

LITERATURE 231. Early American Literature. An examination of the relations between general culture and literary culture in America prior to 1840. Readings will include much material not generally considered "literary", such as diaries, journals, letters, and polemical essays, as well as poetry and fiction based on social and aesthetic values out of vogue today. Writers studied will include William Bradford, Samuel Sewall, Edward Taylor, Jonathan Edwards, Benjamin Franklin, Philip Freneau, the 'Connecticut Wits', Hugh Henry Brackenridge, Charles Brockden Brown, Washington Irving, and James Fenimore Cooper. (Previous work in literature and American History will be of help.) Mr. Hoffa.

LITERATURE 236. "American Humor". The course will begin with a general investigation of "Comedy", and of various philosophical, psychological, and literary theories that have been used to 'explain'

laughter. The main portion of the course will be devoted to a consideration of Yankee humor, the humor of the frontiersman, and of the Negro minstrel—and the effect of these comic traditions on later writers such as Franklin, Mark Twain, Faulkner. The final section of the course will try to place certain popular and literary arts of the twentieth century (movies, radio, television, caricature, cartoon, etc.) in the traditions of American humor. Mr. Hoffa.

LITERATURE 244. English Poetry of the Renaissance and the Twentieth Century. The course will begin with a consideration of the problems involved in the analysis of poetry. Aspects of poetry, such as imagery, metaphor, diction, tone of voice, meter and structure, will be isolated and defined while their function in individual poems will be discussed thoroughly. The models for this part of the course will be drawn largely from sixteenth century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Yeats, Eliot, and Dylan Thomas. Mr. Bahlke.

LITERATURE 291, 292. Romanticism. An attempt to come to an understanding of European Romanticism through a study of leading English, German, French, and American authors and critics. (Not offered 1971-72.)

LITERATURE 301. Seminar: Virginia Woolf and James Joyce. The purpose of this seminar will be to explore Virginia Woolf's and Joyce's technical approaches to the novel. The works to be read include Virginia Woolf's "Jacob's Room", "To the Lighthouse", and "Between the Acts", and Joyce's "Dubliners", "A Portrait of the Artist as a Young Man", and "Ulysses". Attention will be given particularly to the way in which style becomes a vehicle for the expression of specific values. Enrollment limited to 15. Mr. Bahlke.

LITERATURE 311, 312. Realism. Fall Semester: an exploration of this critical concept in particular relation to the nineteenth century and

to a selection of British and Continental works often associated with it. Writers some of whose major works may be read and discussed: Stendhal, Flaubert, Zola, Trollope, Dickens, George Eliot, Thackeray, Turgeniev, Dostoievsky, Tolstoy. Mrs. Colby. Spring Semester: through a reading of selected major novels from European, British, and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of their craft. The figures to be read include Henry James, Joyce, Proust, Gide, Camus, Mann, and Faulkner. Mr. Bahlke.

LITERATURE 313. The 1840s. An exploration of a decade through chronological examination of selected literature of the period (English, American, and Continental) with consideration of the art and music of the years. Attention will be given to works of Browning, Carlyle, Darwin, Dickens, Thackeray, Ruskin, Poe, Melville, Courbet, Delacroix, Wagner, Liszt, and Schumann. Mr. Jamison.

LITERATURE 319. Phallicism and Feminism: D.H.Lawrence and Doris Lessing. A comparative study of the two apparently antithetical British novelists. The course will focus on such topics as the male-female relationship, politics, and psychology as reflected in representative prose fiction of each author. Evaluation will be based on the grounds set out by the individual students in their "contracts". Assigned reading: D.H.Lawrence, vol.II of the "Collected Short Stories", "Women in Love", "The Plumed Serpent"; Doris Lessing, "A Man and Two Women", "The Golden Notebook", "The Four-Gated City". Miss Burkom.

LITERATURE 326. Edwardian Novel. (Not offered 1971-72.)

LITERATURE 336. Ezra Pound and Wallace Stevens. An explication of their major poetry which will involve not only close textual analysis but also consideration of the public roles and private lives of each poet. Students should bring to the course some experience in the close reading of poetry as well as an awareness of English and European literary history. Mr. Hoffa.

LITERATURE 340. Victorian Literature. A study of selected poetry and prose from the Victorian Age, not including the novel. Authors may include Browning, Tennyson, Arnold, Swineburne, Carlyle, Mill, Ruskin, and Pater. Mr. Jamison.

LITERATURE 491. Senior Seminar. The subject of this seminar is literary history, and it should raise such questions as the following: What approaches may be taken to the writing of literary history? How have various "ages" in literary history been defined? Further problems will be drawn from the reading of specific literary works, primarily from English literature, examples of literary histories, and theoretical and practical criticisms. Mr. Bahlke.

LITERATURE 493. Senior Seminar. Romanticism - the 19th Century and the 20th. Readings will consist of the major critical documents of the British "Romantics" (Wordsworth, Coleridge, Shelly, Keats, Hazlitt, Lamb) and selected examples of their creative practice, followed by evaluations of their postures both by their peers and by 20th century critics. Miss Burkom.

LITERATURE 199, 299, 399, 499. Independent Study. Staff.

LITERATURE 500. Senior Project. Staff.

PHILOSOPHY 101. Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to major in philosophy: the nature of the self, death, existential ideas of choice and freedom. Mrs. Morris.

PHILOSOPHY 112. Man and Machine. (Same as Philosophy of Science 112.)

PHILOSOPHY 114. Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger, and others. Mrs. Morris.

PHILOSOPHY 116. The Search for Community. Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and 'alternative futures'. Mr. Roelofs.

PHILOSOPHY 121. Value and Obligation. An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle, Mill, Kant, and contemporary rule-utilitarians. Mr. Roelofs.

PHILOSOPHY 141. Informal Logic. (Same as Philosophy of Science 141.)

PHILOSOPHY 142. Scientific Method. (Same as Philosophy of Science 142.)

PHILOSOPHY 211. The Problem of Evil. If the world is filled with wickedness and misery, must we conclude that there is no God? How, if at all, can these evils be reconciled with the presumed wisdom and power and goodness of God? Classic and contemporary sources, both religious and non-religious will be used in studying these questions. Mr. Roelofs.

PHILOSOPHY 215. Philosophical Foundations of Democracy. Reading and discussion of important classical works, including Locke's "Second Treatise", Rousseau's "Social Contract", Mill's "On Liberty". Particular attention is given to the nature and justification of freedom, the purposes of political affiliation, the function of law, conditions under which revolution is justified. Mrs. Morris.

PHILOSOPHY 217. American Philosophy. Reading and discussion of several American philosophers, emphasizing those trends and ideas that are most distinctively American. Readings will be selected from such writers as Jonathan Edwards, Josiah Royce, C.S.Peirce, William James, George Santayana, and John Dewey. Mr. Morris.

PHILOSOPHY 222. Philosophy of Education. Reading of some influential educational theorists, practitioners and commentators (e.g., Dewey, Piaget, Skinner, Goodman, Conant, Kozol, Richardson). Critical discussion will be focused on the ways in which educational theories and methods express and reinforce certain value commitments and beliefs about human nature. (Not offered 1971-72.)

PHILOSOPHY 224. Death. Philosophical investigation of problems related to death and dying, including analysis of the concept of death, the morality of capital punishment, suicide, euthanasia and abortion, the personal significance of "I will die", and the question of immortality. Mr. Roelofs.

PHILOSOPHY 232. Greek Philosophy. An introduction to some of the enduring problems and methods of philosophy as formulated by the pre-Socratics, Plato and Aristotle. Mrs. Morris.

PHILOSOPHY 234. Plato. A study of dialogues by Plato, with special emphasis on "The Republic". (Not offered 1971-72.)

PHILOSOPHY 312. Heidegger. A seminar for the student who wishes to understand the more difficult of Heidegger's writings. Most of the semester will be spent on "Being and Time". Prerequisite: Two courses in philosophy. Mrs. Morris.

PHILOSOPHY 313. Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on "Being and Nothingness"; one of his brief early works will also be discussed. Prerequisite: One year of

history of philosophy or permission of instructor. Mrs. Morris.

PHILOSOPHY 329. Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected for the most part, from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre, and Merleau-Ponty. Prerequisite: One year of history of philosophy or permission of instructor. (Not offered 1971-72.)

PHILOSOPHY 340. Continental Rationalism. An intensive study of Descartes, Spinoza and Leibniz. Prerequisite: At least one course in philosophy. Mr. Morris.

PHILOSOPHY 341. British Empiricism. An intensive study of major works by Locke, Berkeley and Hume. Prerequisite: A year of history of philosophy, or permission of instructor. (Not offered 1971-72.)

PHILOSOPHY 351. Philosophical Arguments. A study of philosophical method. Topics to be discussed will include construction of counterexamples, appeals to 'ordinary language', paradigm case arguments, and the use of models and analogies. Prerequisite: One year of history of philosophy or permission of instructor. Mr. Roelofs.

PHILOSOPHY 199, 299, 399. Independent Study. Staff.

PHILOSOPHY 500. Senior Project.

SCIENCES DIVISION

The curriculum in the Sciences Division is responsive both to the needs of a liberal education and to the demands of a pre-professional program. For this reason, several different types of courses are offered by the Division:

(1) Many of the courses listed as offerings in Science and in History and Philosophy of Science are intended to develop an understanding of the pervasive impact of science upon our culture. They are designed to help students evaluate the role of science and technology in society, through an examination of their social and ethical implications, and by discussing the historical, philosophical, theoretical and procedural bases of the sciences. Courses such as these are neither surveys of current scientific theory nor a program in "science for the non-scientist". Instead, they attempt to show the meaning of scientific methods and of their applications in a society which is rapidly becoming dominated by its technology.

(2) A second group of courses is intended to provide specific types of knowledge or skills for students whose primary interests may lie in other areas. For such students, a clear understanding of the problems and principles of ecology, genetics, computer programming, research methods, plant cultivation, logic, and other areas of study may be essential.

(3) Finally, the Division is responsible for advising all students with a primary interest in the sciences. A full program of courses in Botany and in the History and Philosophy of Science is offered by the Division; programs in Animal Biology, Chemistry, Geology, Mathematics, and Physics are offered at Hamilton College. In addition, the Division oversees a general program in the Sciences intended for students who wish to enter medicine or who plan to become teachers of science.

During her senior year, a student will complete an independent Senior Project, in an area of her major interest, which will be the equivalent of two courses. During the spring semester, this will include a Senior Seminar, which will give her the opportunity to discuss her project with other science students, in an effort to develop a better understanding of the interrelationships of the sciences, and of their role in society.

The Senior Project will be under direct supervision of a faculty member or other qualified persons chosen by the student in conference with her advisor. The project is evaluated by a committee of three, consisting of the project supervisor, the advisor, and one other member of the Sciences Division.

Concentration Requirements for Sciences Division

Students may concentrate in Biology, Botany, Chemistry, Geology, Physics, Mathematics, or History and Philosophy of Science, or in an inter-disciplinary program in the Sciences.

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.

2. The Senior Project and Senior Seminar.

Additional courses should be chosen carefully, in conference with the student's advisor, in order to make certain that the completed program will meet her personal and professional goals. In particular, an adequate background in mathematics (through differential equations), and in an appropriate foreign language, is essential for any student who plans to work professionally in the sciences. The Division emphasizes the social role of the scientist, and encourages work in the History and Philosophy of Science.

BOTANY 111. Plant Form and Function. An exposition of the natural history of the major groups of plants: bacteria, algae, fungi, fernworts, and seed plants. The laboratory exercises examine in detail the morphology and evolutionary history of these groups, but the emphasis of the course is on the natural philosophy of plant form. This course seeks a comprehensive mastery of the details of plant morphology as well as the concepts of theoretical morphology. Students are evaluated by written examinations and term papers as well as in terms of laboratory experience. Prerequisite: Introductory biology or permission of instructor. (Not offered 1971-72.)

BOTANY 113. Natural History of the Clinton Region. An introduction to the local plants and animals, with emphasis on the plants. The course will be held in the field as much as possible, concentrating on identification of the organisms and their adaptations to their way of life. Student evaluations through contributions to discussion sessions, ability to identify organisms in the field, and a special project report. Prerequisite: Permission of the instructor. Miss Gilbert.

BOTANY 114. Systematics of the Local Flora. A course designed to acquaint the student with the local spring flora and its relationships to the plant world as a whole. Principles of plant taxonomy and methods of taxonomic research are considered. Each student concentrates on one particular group of plants and prepares a report thereon. Evaluation of the student through field quizzes and the special project report. Prerequisite: Permission of the instructor. Miss Gilbert.

BOTANY 212. Plant Cultivation. Study of the botanical principles bearing on plant nutrition, development, growth, regulation, hybridization and ecology as they apply in horticulture. The course critically examines the scientific basis of plant cultivation and evaluates current gardening practices developed from them. Laboratory and field projects as well as term papers form the bases for evaluation. General knowledge of plant biology is helpful but not required. Mr. Putala.

BOTANY 215. Environmental Biology. An introduction to the principles of plant ecology as they relate to the biogeo-chemical cycles of freshwater bodies, land and the atmosphere. Class discussion and assignments will be confined to selected readings in environmental science. Prerequisite: Permission of the instructor. Mr. Putala.

BOTANY 217. Introductory Genetics. An introduction to transmission genetics, the nature and function of genetic material, physiological genetics, developmental genetics, and population genetics as derived from experimental work with microorganisms as well as higher plants and animals. Evaluations will be based on ability to handle material as evidenced by classroom participation, and an examination may be given. No prerequisites. Course is structured for non-biology majors. Mr. Howard.

BOTANY 218. Readings in Oceanography. A study of selected readings in biological and geological oceanography. Biological composition of the oceanic and coastal environments and ecological factors influencing the composition will be covered along with a study of the broad geologic aspects of the ocean basins including origin, bottom physiography and sedimentary processes. Evaluations will be based, in large, on class reports and discussion on reading assignments. Mr. Howard.

BOTANY 219. Biogeography. A consideration of the world-wide distribution of organisms, emphasizing the higher plants of the North American and African continents. Factors governing the patterns of distribution will be examined through lectures, student oral reports, and discussions. Evaluations through oral or written examinations and a major paper. Prerequisite: Permission of the instructor. Miss Gilbert.

BOTANY 311. Plant Physiology. The principles of physiology as seen in the higher plants. Both lecture and laboratory sessions, with emphasis on laboratory work to determine the mechanics of life of the green plant. Student evaluations through contributions to discussions and reports on laboratory work. Prerequisite: Permission of the instructor. (Not offered 1971-72.)

BOTANY 312. Man and the Environment. A seminar considering some of the effects man has had on his environment through prehistoric and historic time. The course may emphasize different times or places, depending on the interest of the group and will consist to a great extent of student oral reports and discussions. Evaluation of the student through the quality of the reports and contributions to discussion. Prerequisite: Permission of the instructor. Miss Gilbert.

BOTANY 314. Plant Anatomy and Histological Methods. The study of the origin of vegetative and reproductive organs of seed plants coordinated with exercises in preparation of stained slides for microscopic study. The course affords a comprehensive survey of plant organogenesis and the histology of seed plants as well as an introduction to plant histochemistry. Although lecture and discussion sessions elucidate the major concepts, laboratory and project exercises in the precise details of plant microscopy and microtechnique con-

ducted on a self-instructing basis are scheduled for at least half the course program. Written examinations will supplement project exercises in the evaluation of student performance. Prerequisite: Botany 111 or permission of instructor. Mr. Putalą.

BOTANY 317. Cryptogamic Botany. A study of the fungi, algae, mosses, liverworts, and lichens. Morphology and life histories will be stressed with reference to phylogenetic relationships among these organisms. Field collection and identification of representative species will be included. Mr. Howard.

BOTANY 411. Morphology of Land Plants. Study of the life history and evolution of the extinct and living vascular plants including comparisons of general structure and reproductive organs. Prerequisite: Permission of the instructor. Mr. Putala.

BOTANY 412. Plant Ecology. An advanced course examining in some detail selected aspects of plant ecology. Lectures and laboratory or field work, the latter portion of the course consisting of a major long-term project carried out by students individually or in small groups. Students evaluation through contributions to discussions and a written report on the major project. Prerequisite: Permission of the instructor. (Not offered 1971-72.)

CHEMISTRY 437. (Hamilton Chemistry 37.) The Chemistry of Natural Products. An investigation of various natural products, including antibiotics, terpenes and alkaloids from the standpoint of structure proof. The laboratory involves the systematic identification of organic compounds. Three class hours and three laboratory hours a week. Prerequisite: Chemistry 23-24. Messrs. Kinnel and Boggs.

CHEMISTRY 438. (Hamilton Chemistry 38.) Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory entails advanced organic synthetic methods. Two class hours and four laboratory hours a week. Prerequisite: Chemistry 16 and 23-24. Mr. Boggs.

HISTORY OF SCIENCE 101. Mind and Matter. Is the world around us and are we ourselves nothing but a complex collection of chemicals? Or is there a mind-like principle which ultimately directs the operation of these chemicals and which cannot be explained in terms of material substance? This centuries-long debate between the mechanist and the vitalist will be examined by looking at major episodes in the debate from antiquity to the present. Evaluation will be based on class discussion, reading material and written work. Mrs. Rinard.

HISTORY OF SCIENCE 102. Science, Culture & Counter-Culture. The scientific enterprise is regarded in widely differing ways by those in the main stream of culture and by those belonging to the counter-culture. For one group it is a necessary and integral part of the establishment; for the other it is the symbol of much of what is wrong with our society. Can these two groups both be speaking of the same enterprise? What is that thing we call "science" anyway, and how does it fit into both the culture and the counter-culture? This course is designed to explore these questions by looking at various aspects of the scientific enterprise. Evaluation will be based on readings, class discussion, and written work. Mrs. Rinard.

HISTORY OF SCIENCE 112. Science in Western Civilization. This course is designed to acquaint students with Newtonian science of the late 18th century and the challenges to this view in the 19th century. Particular attention will be directed to the development of electro-chemistry, field physics, evolutionary biology, and atomic physics as steps in the gradual breakdown of the Newtonian world view. The course will be conducted by a combination of lecture and class discussion. Evaluation will be based on the student's written work, on knowledge of the factual content of the course, and on critical ability in handling larger concepts. Mrs. Rinard.

HISTORY OF SCIENCE 121. Occult and Pseudo-Sciences. This will be taught as a controversy: the instructor will take the position that occult and pseudo-sciences have not always been detrimental to the growth of "true" science. Students will be encouraged to debate the issue. The course will compare early and contemporary forms of astrology, alchemy, cartomancy, etc., with additional material on some important pseudo-sciences such as phrenology, graphology, and related

subjects. Emphasis will be on periods in history when these disciplines were especially popular – which means, among others, our own time. Students will be asked to write papers based on comparison of early and later forms of a particular occult science. Goals of the course include: increased understanding of the nature of historical change, gain in ability to use unconventional materials critically, appreciation of the pre-scientific background of science, and perhaps a deeper insight into the non-rational element in science itself. Evaluation on the basis of papers and class discussion. Mrs. George.

HISTORY OF SCIENCE 122. Evolution of an Earth-Concept. We think of Darwin as the father of "evolution," but before he could be heard there was a profound change in man's idea of earth itself. This course will examine the theories of Playfair, Hutton and Lyell, with study of the opposing opinions, and then go on to consider implications for modern geology and geophysics. Underlying all is the question of total environment as expressed by our changing views of the immediate physical world. Structure of the course will allow modification through student suggestions. Evaluation on the basis of a paper or project report and contributions to discussion. Mrs. George.

HISTORY OF SCIENCE 211. Institutionalization of Science. This course is designed to acquaint the student with the problems and methods of institutional history through a study of the institutions in which science has flourished and in which scientists have been trained: the Academy, the Lyceum, the Museum, the medieval universities, the Renaissance academies, the Enlightenment salons, the nineteeth century universities, and the multitude of private and governmental institutions sponsoring science today. The course will be conducted as a seminar. Evaluation will be based on class participation, oral and/or written reports, and a project on one particular institution chosen in consultation with the instructor. (Not offered 1971-72.)

HISTORY OF SCIENCE 212. The Scientific Revolution. The mechanization of the world view which formed the basis for modern science will be analyzed in its historical development and in its cultural impact. Special emphasis will be given to the revolutionary work of such figures as Copernicus, Kepler, Galileo and Newton. Evaluation will be based on class discussion, reading material and written work. Mrs. Rinard.

HISTORY OF SCIENCE 213. The Warfare of Science and Religion.

> "When we consider that religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them."
>
> Alfred North Whitehead

To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. The course will be conducted by lectures and discussions and the student will be evaluated on her participation in discussion, on her knowledge of material, and on the quality of her written work. Mrs. Rinard.

HISTORY OF SCIENCE 215. The Growth of Uncertainty in Science. Relativity and quantum mechanics made the Scientific Revolution of the 20th century. They also made The Bomb—or did they? This course will take a non-technical but critical look at the ideas of Einstein, Bohr, Heisenberg and others. Emphasis will be on what is meaningful today, as shown by comparison with current notions and the earlier opinions. A seminar approach will be adopted if possible, with student presentations and discussion as basis for evaluation. Mrs. George.

HISTORY OF SCIENCE 300. Senior Study in the History and Philosophy of Science. A course required of students majoring in the History or Philosophy of Science. Senior study is done independently and will normally culminate with the preparation of a Senior Paper or Project. The precise content of the Senior Study course will be worked out by each student in consultation with her advisor and appropriate staff members of the division.

HISTORY OF SCIENCE 311. The Idea of Progress. We take it for granted today that progress is possible and perhaps even inevitable. This inevitability if we question ourselves closely has something to do with our ideas of how science grows and develops. How has this close alignment between progress and the growth of science come about? How has progress been measured? And what will happen to our ideas of

progress when we begin to rethink our ideas about how science and its allied technology grow? This course is designed to explore these ideas making use of a wide variety of materials from the history of science and technology. Evaluations will be based on seminar discussions, reports and written work. Mrs. Rinard.

HISTORY OF SCIENCE 312. Science, Technology and Cities. A historical inquiry into the role of science and technology in the modern city, this course will compare cities of antiquity, the early modern period and today. The basic question to be asked is, "Who uses what, and how?" Students will be encouraged to pursue individual projects on such themes as sanitation, public health, architecture, etc. Evaluation on the basis of project reports and discussion. Mrs. George.

MATHEMATICS 211-212. Introduction to Computing. A course designed to provide the student with the basic knowledge and experience necessary to use computers effectively in the solution of problems. Topics include: Algorithms, programs, and computers. Basic programming and program structure. Programming and computing systems. Debugging and verification of programs. Data representation. Organization and characteristics of computers. Survey of computers, languages, systems and applications. Computer solution of several numerical and non-numerical problems using such languages as Basic and Fortran. Student-initiated projects in such fields as educational, social science, physical science, humanities, or other uses of computing machinery. Evaluation will be based on the student's work on assigned problems and independent projects. Mr. Morris.

PHILOSOPHY OF SCIENCE 112. Man and Machine. An examination of the problems posed for humanistic values by modern technology. (Not offered 1971-72.)

PHILOSOPHY OF SCIENCE 141. Informal Logic. (Same as Philosophy 141.) An introduction to the various uses and misuses of human reason. Methods of detecting and avoiding the most common errors in reasoning. Methods of traditional (non-symbolic) logic. Typical forms of argumentation in philosophy, law, debate, and the sciences. The role of language in human affairs. Evaluation will be based

primarily on exercises in the practical application of the methods of the course. Mr. Morris.

PHILOSOPHY OF SCIENCE 142. Scientific Method. (Same as Philosophy 142.) A general introduction to research methods in the physical and social sciences, and in the humanities. Analogy and probable inference. Methods of experimental inquiry. Explanations and causes. Hypothesis formation and testing. The role of probability and statistical methods. Evaluation is based primarily on exercises and projects in scientific method. Mr. Morris.

SCIENCE 101. Science, Culture, and Creativity. Science: Creative, naive, or destructive? C.P. Snow speaks of the gap between the sciences and the humanities saying, "We are living in the middle of two cultures which have scarcely any contact at all." In this rapid-paced world, the gap between the cultures is potentially dangerous.

> "...it is essential that everybody, including the technologists themselves, should understand something of the intellectual and human meaning of what technologists are about."

Introductory science courses, both technical and general, often do not accomplish that end. The purpose of this course will be to focus, through readings and discussion, on images of the scientist, on some of the "nontechnical" issues and characteristics of science, and on the mutual impact of science and society. The course is designed primarily for freshmen and sophomores. It will be seminar-oriented, and evaluation will be based on the quality of classroom participation and on written work including short essays and one major paper. Mr. Boggs.

SCIENCE 111. Science and the Novel. Is there a real difference between science-fiction and the "literary" novel? Should scientific themes stay in the laboratory? This course will compare works of recognized literary merit and selected works of science fiction. A basic reading list prepared by the instructor may be supplemented by student suggestions. One aim of the course is to appreciate the prevalence of scientific or technological themes even in the "literary" world; another is to discover how the themes used change with time of writing,

purpose of author, and perhaps with modifications in science itself. Evaluation will be based on a term paper and contributions to discussion. Mrs. George.

SCIENCE 112. Modern Man as Number. Zip codes. Social security numbers. All-digit phone dials. We say, "There are too many of us," and resent our punchcard status. The mechanization of the world-view did not stop with Newton. Einstein said, "God does not play dice," yet it was gambling that fathered modern sociology and made possible the quantifying techniques of contemporary biology and psychology. This course will investigate the ways in which the world of man became mathematized to match the Newtonian physical "order." Emphasis will be on relating historical development to the present. Students may suggest projects of special interest. Evaluation on project reports, one paper, and discussion. Mrs. George.

SCIENCE 121. New Technology in Humanities Research. Historians have become demographers; professors of literature talk of Fortran; classicists' discourse is colored by carbon-dating. What are the new methods in humanities research, and what can they accomplish? This course will be non-technical but very possibly grubby, for students will be asked to plan a research project using the new technology, and to explain why the computer or whatever is needed. Lectures, readings and class discussion will provide a survey of available methods and their applications. Emphasis will be on computer use, what it does, when it is helpful, and what problems arise. In addition to the project plan, students will be asked to write a short paper evaluating the results of some specific application of new technology in humanities research. If student interest warrants, a second term may be devoted to carrying out an actual project chosen by the group in conference with the instructor. Evaluation on the basis of the project plan, the critical paper and discussion. (Not offered 1971-72.)

SCIENCE 299. Women and Their Bodies. Student-led group independent study.

SCIENCE 491. Senior Seminar. Mrs. Rinard.

SOCIAL SCIENCES DIVISION

The Social Sciences Division provides specialized work in the major disciplines of the social sciences (Anthropology, Education, Government, Psychology, Sociology) as well as more general courses with an interdisciplinary content and orientation. The interdisciplinary Senior Seminar, required for a concentration in the Division, emphasizes the integration of concepts, theory, and methods in the social sciences.

Concentration Requirements for the Social Sciences Division

Students may concentrate in any one of the subject disciplines in the Division (Anthropology, Education, Government, Psychology, Sociology) or a combination of disciplines (a Divisional major) arranged in consultation with the Divisional chairman and the student's advisor. Under certain circumstances a concentration may be planned which includes fields from other Divisions, in which case a second faculty advisor will be selected with the approval of the chairman of the other Division.

A concentration in the Social Sciences Division shall consist of:

1. A minimum of six semester courses in the field of concentration.

2. Successful completion of the Senior Project and Senior Seminar.

3. Competence in one of the following:

    a. a foreign language

    b. methodology of the social sciences—i.e., statistics, or tests and measurements, or computer theory, etc. (a maximum of two courses taken to meet this requirement may be counted as part of the concentration).

The particular courses to be used to satisfy the concentration requirements will be chosen by the student with the approval of her advisor or advisors. In each case the complete program will be designed to meet the needs, interests, and objectives of the individual student. The responsibility for the detailed planning of the program rests with the student rather than her advisor.

ANTHROPOLOGY 111. Introduction to Physical Anthropology and Archaeology. An introduction to the subject matter of physical anthropology – evolutionary theory, human evolution, human biology, and primate studies – as well as to basic concepts of archaeological technique, method, and theory. Evaluation will be based upon class participation and two short written projects. Mr. Grayson.

ANTHROPOLOGY 113. Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to political, religious, and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. Evaluation will be based on three short papers and two quizzes. Mr. Raybeck.

ANTHROPOLOGY 221. Traditional Chinese Culture and Society. Survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. The course will also briefly explore recent pressures toward modernization. Prerequisite: An introductory anthropology course or consent of the instructor. Evaluation will be based on quizzes, and either an assigned research paper or a final essay examination–at the student's option. Mr. Raybeck.

ANTHROPOLOGY 224. Ethnology of Island Southeast Asia. Peoples and cultures of island Southeast Asia with an emphasis on the varying effects of modernization in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia, and the Philippines. Prerequisite: An introductory course in anthropology or consent of the instructor. Evaluation will be based on quizzes, and either an assigned research paper or a final essay examination–at the student's option. Mr. Raybeck.

ANTHROPOLOGY 228. North American Indians. An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white

man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups, and a basis for understanding current problems involving the Indian. Evaluation will be based upon a research paper, class participation, and one or two written examinations. Prerequisites: Introduction to Cultural Anthropology or Social Organization, or consent of the instructor. Mr. Grayson.

ANTHROPOLOGY 229. North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevent to the discussion of northeastern prehistory. Evaluation will be based upon class examinations and a research paper. Prerequisites: Introduction to Physical Anthropology and Archaeology and Introduction to Cultural Anthropology, or consent of the instructor; North American Indians is recommmended but not required. Mr. Grayson.

ANTHROPOLOGY 332. Social Interaction. Emphasis is on interpersonal perception and behavior and the relation of these to self-conception and social roles. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: Consent of the instructor. Evaluation will be based on class participation, short papers, and a research project. Mr. Raybeck.

ANTHROPOLOGY 333. Psychological Anthropology. Emphasis is on social psychological problems in a cross-cultural context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: A social psychology course, or an introductory anthropology course, or permission of the instructor. Evaluation will be based on class participation, short papers and a research paper. Mr. Raybeck.

ANTHROPOLOGY 334. Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis through traditional problems of typology to more recently perceived problems of societal reconstruction. The class will be a limited enrollment seminar with the students reading and reporting on selected topics. Evaluation will be based upon class reports and participation. Prerequisites: Introduction to Cultural Anthropology, Introduction to Physical Anthropology and Archaeology, and consent of the instructor. Mr. Grayson.

ANTHROPOLOGY 336. Evolutionary Theory. A detailed examination of the basic concepts of Neo-Darwinian evolution, built around the ideas of natural selection and adaptation, with discussion of topics ranging from mimicry and polymorphism to modes of speciation and the origin of higher taxonomic categories. The class will be a limited enrollment seminar with the students preparing and presenting papers on selected subjects. Evaluation will be based upon class presentations and participation. Prerequisites: Upper class standing and permission of the instructor. Mr. Grayson.

ANTHROPOLOGY 442. Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 and H35, or consent of the instructor. Evaluation will be based on class participation, an examination and a research paper. Mr. Raybeck.

EDUCATION 201. Introduction to Education. A survey of elementary education within the context of pre-professional study. The class will examine aspects of planning, teaching, and evaluation in terms of pupil needs. Students planning to enroll in this course should reserve one or two afternoons a week for trips away from campus. Evaluation will be based on class and field trip participation, a term paper or project, and a final examination. Mrs. Hendricks.

EDUCATION 301. Problems of Contemporary Education. A study of selected topics of interest to teachers, students, and other concerned

persons. Possible areas of concentration include bilingual and bi-dialectical education, the open classroom and behavioral objectives, the voucher system and community control. Students will be expected to select a topic of major interest for individual or group exploration. Evaluation will be based on class participation, a paper or project, and a final essay examination. Mrs. Hendricks.

GOVERNMENT 112. Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is to (1) achieve a more realistic understanding of how foreign governments and politics function, and (2) study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making, and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Same as Hamilton Government 12). Mr. Schneider.

GOVERNMENT 116. American Political Process. An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as: political culture, political behavior, the role of elites and social class. (Given both semesters. Same as Hamilton Government 16). Mr. Bacheller.

GOVERNMENT 213. The Soviet Political System. The origin and development of the Soviet political system and the dynamics of the international communist movement. Analysis of the organization and processes of rule: the institutions of government, the Communist Party, the policy-making process, political culture, the importance of ideology. Attention will be given to the problem of determining trends in the location of power, the political process, and public policy issues. (Not offered 1971-72).

GOVERNMENT 214. Contemporary Constitutional Systems. The theory and practice of democratic government with primary reference to

the parliamentary systems of Great Britain and Western Europe. The purpose of the course is to examine and evaluate the performance of countries professing a democratic system of government: Does their experience shed light on the universal problem of maintaining democratic traditions, institutions, and processes? What are the major problems confronting the democratic countries of Europe? What are the significant trends and developments? (Offered fall semester, 1971-72.) Mr. Schneider.

GOVERNMENT 216. Middle Eastern Political Systems. The course focuses upon (1) the region–the historical, ideological, and societal context of contemporary Middle Eastern politics, (2) the politics of individual countries–the dynamics of traditional systems, systems in flux, and modern systems, (3) the international setting with particular emphasis on the Arab-Israeli conflict and its ramifications. (Not offered 1971-72).

GOVERNMENT 219. American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation, and characteristics of state legislatures, executives, and judiciaries. This course is designed for students at the sophomore level or above. The course in American Political Process (Government K116 or H16) would be useful background to those who wish to take this course, but it is not required. Mr. Bacheller.

GOVERNMENT 221. Public Opinion. In this course, public opinion will be considered as an input into the process of public policy formation. A number of alternative theoretical models of the role of public opinion in this process will be considered, along with empirical research in the area. Students interested in this course should have taken American Political Process and be at the sophomore level or above. Mr. Bacheller.

GOVERNMENT 222. Interest Groups in American Politics. Interest groups are among the primary forces placing demand on the American political system. Interest group structures and characteristics will be

considered, along with their interactions with policy makers. Additionally, models of interest group behavior will be considered. Students interested in this course should have taken American Political Process and be at the sophomore level or above. Mr. Bacheller.

GOVERNMENT 320. State Legislative Process. In this course, recent research into legislation at the state level will be examined. In addition, techniques of legislative research will be discussed. A research project will be a major part of the course. This course is open only to juniors and seniors. Students who take the course should have taken the course in Legislative Process (Govt. H28). Government 219 (American State Politics) would be useful background, though it is not required. Mr. Bacheller.

PSYCHOLOGY 101. Principles of Psychology I. An introduction to the scientific study of behavior. The basic principles of learning, motivation, perception and cognition, as they relate to various forms of behavior in their natural settings, will be considered in the classroom and laboratory. Miss DeMyer.

PSYCHOLOGY 201. Introduction to Child Development. A survey course in the field of experimental child psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought processes in children. Classwork will include attending lectures, discussion sections, and work with individual children in lab and field settings. Evaluation will be based on class participation, projects with individual children, field observation reports, and a paper. Prerequisite: Introductory Psychology or permission of the instructor. Miss DeMyer.

PSYCHOLOGY 212. Theories of Personality. An introduction to the major theories of personality, including a review of assessment techniques and major research problems. Evaluation will be based on class participation, individual conferences, and/or written assignments. Prerequisite: One term of psychology. Mr. Sherrod.

PSYCHOLOGY 213. Socially Relevant Issues in Child Development. The scientific data relating to a select number of social problems in children's development will be discussed. Among topics to be covered will be the development of prejudice in children, the influence of television, the effect of poverty on development, and different methods of child rearing. Evaluation will be based on class participation and papers. Prerequisite: Permission of the instructor. Miss DeMyer.

PSYCHOLOGY 218. Environment Psychology. The effects of environment on human behavior including a review of research theory in such areas as territoriality, spatial behavior and emotional stress. Reference will be made to both animal and human studies. Evaluation will be based on class participation, individual conferences, and/or written assignments. Prerequisite: One term of psychology. Mr. Sherrod.

PSYCHOLOGY 322. Cognitive Development. An exploration of the various aspects of cognitive development with emphasis on the development of attention, intelligence and its measurement, creativity, cognitive styles, and language development. Major theorists and experimental data will form the basis of the course material. Evaluation will be based on class participation, projects with individual children, and a paper. Prerequisite: Introductory Psychology or one course in child development or permission of the instructor. Miss DeMyer.

PSYCHOLOGY 323. Field Study in Psychology. Through involvement as a participant-observer in an appropriate field setting, the student will study intensively some psychological problem such as mental retardation, psychosis, speech pathology, cultural deprivation, etc. Field work will be supplemented by extensive reading and regular conferences. Selection of a problem for study and the basis for evaluation will be individually determined. Prerequisite: Two courses in psychology, one of which has been in child development, theories of personality, psychopathology, or some other area deemed relevent. Mr. Scott.

PSYCHOLOGY 324. Infant Development. An exploration of the recent literature in the areas of infant perception and learning, motor development, and mother-child interaction. This course is designed to

acquaint the student with the rapid changes in development occurring in infants. Evaluation will be based on class participation, observations of infants, and a paper. Miss DeMyer.

SOCIOLOGY 100. The Problem of Social Order. This course examines the classic problem of the bases of social order in society. Some of the traditional social scientific solutions to this problem are examined, e.g. Freud's theory of the internalization of moral values. The Protestant Ethic is examined as a basis of consensus and conflict in American society, and problems of conflict in tribal societies and factories are also treated. The course concludes by examining the positive values of conflict in societies. Evaluations will be based on class participation and written exercises. Mr. Broughton.

SOCIOLOGY 101. General Sociology. The basic concepts of the discipline. Analysis of social structure, processes of human interaction, and major social forces. Evaluation will include class participation, an independent paper and a final essay examination. Mr. Gray and Mr. Shuster.

SOCIOLOGY 202. Social Institutions. Analysis of major social institutions in human society. Specific attention focused on the functions which such institutions perform for individuals and society as a whole. Evaluation will include an independent paper and a mid-semester and final essay examination. Mr. Gray.

SOCIOLOGY 204. The Family. Institutional analysis of the function and processes of kinship structure. Cross-cultural, experimental and historical family forms. Consideration of intrafamily dynamics and key elements of family organization. Prerequisites: At least one semester course in social science. Evaluation will be class discussion, short research paper, final examination. Mr. Shuster.

SOCIOLOGY 205. Sociology of Small Groups. This course is designed to explore the nature of human groups and their impact on individual members. Problems of conformity and over-conformity to group norms, compliance and over-compliance to group leaders, conflict and

cooperation among group members, group solidarity, and effectiveness in achieving common goals will be discussed. The development of group myths, symbols, stereotypes, and scapegoats will also be explored. The course will draw on material from Sociology, Social Psychology, and the psycho-analytical tradition. Students will, however, be encouraged to apply these materials to groups described in literature or with which they have direct personal experience. Evaluations will be based on class performance and written exercises. At least one course in Sociology, Social Psychology or Anthropology is recommended, but not required. Mr. Broughton.

SOCIOLOGY 206. Social Stratification. The purpose of the course is to introduce the student to the study of social stratification. The course will focus on contemporary approaches to the study of social stratification. Special emphasis will be placed on the relationship between theories of stratification and existing empirical data. Student evaluation will be based on class participation and written assignments. Mr. Sallett.

SOCIOLOGY 207. Contemporary Approaches to the Study of Deviant Behavior. The purpose of this course is to examine contemporary approaches to the study of deviant behavior. Emphasis will be placed on identifying basic theoretical and methodological problems associated with the study of deviant behavior as well as assessing the strengths and weaknesses of competing theoretical perspectives. Student evaluation will be based on class participation and take-home examinations. Mr. Sallett.

SOCIOLOGY 301. Sociological Theory and Research. Concepts and techniques in sociological analysis. Incorporating theoretical formulations into empirical research design. Prerequisites: Junior concentration in sociology. Open to others by permission of instructor. Evaluation: Frequent short, specific assignments during semester, midterm examination, final design of individual research project. Mr. Shuster.

SOCIOLOGY 302. Sociological Theory and Research. An examination of contemporary approaches to the development of sociological

knowledge, this course will cover the following topics: methodology, concept formation, theoretical frames of reference, propositional inventories, and theory construction. Attention will also be given to some contemporary "theoretical debates" in sociology. Evaluations will be based on class participation and written exercises. Prerequisites: Introductory sociology; also open to juniors and seniors concentrating in any social science. Mr. Broughton.

SOCIOLOGY 307. Sociology of Religion. A sociological examination of religion as a ubiquitous component of human cultures and social structures. Nineteenth century theories of religion will be compared with some 20th century formulations. Cross-cultural and contemporary American materials will be examined. Evaluations will be based on class participation and written exercises. Not open to freshman except by permission of the instructor. Mr. Broughton.

SOCIOLOGY 308. The Sociology of Education. This course examines education as a social process and the structure of educational organizations. Throughout the course emphasis will be placed on those aspects of social life which jeopardize the realization of educational ideals. Primary attention will be given to American educational institutions. Evaluations will be based on class participation and written exercises. Not open to freshmen except by permission of the instructor. Mr. Broughton.

SOCIOLOGY 314. Collective Behavior. The purpose of this course is to explore the social organization of mass violence in American society. More specifically, this course will consider the contribution of social structure to the outbreak of mass violence, the structural dimensions of violent events and the way in which these structural features affect the duration, intensity and termination of violent episodes. Three violent episodes will be analysed in this course—the Watts riot, the riot during the Democratic Convention in Chicago and the riot at Columbia University. Student evaluation will be based on class discussion and written assignments. Prerequisite: Sociology 101 or consent of the instructor. Mr. Sallett.

SOCIOLOGY 315. American Social Thought. Examination of the major strands of American thought from Colonial to modern times.

Evaluation will be based on an independent paper and a final essay examination. Mr. Gray.

SOCIOLOGY 316. American Social Structure. Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society examined, including its effects on American social character. Evaluation based on class participation, an independent term paper and a final essay examination. Mr. Gray.

SOCIOLOGY 322. Demography and Development. Population growth, distribution, and composition. Sources of data and methods of analysis. Demographic impediments to economic and political development. Relationships between demographic and social structure in modernizing countries. Prerequisite: At least one course in social science. Evaluation based on class reports and short research paper, final examination on ability to perform socio-demographic analysis. Mr. Shuster.

SOCIOLOGY 325. Social Control. An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance. Evaluation will be based on class participation, an independent term paper and a final essay examination. Mr. Gray.

SOCIOLOGY 331. Urban Social Analysis. Ecological, demographic, and geographic models of urban structure. Historical and cross-cultural urban concepts. Work, residence, and life-style in community analysis. Planning and social policy. Special attention to transportation. Prerequisite: At least two courses in social science. Evaluation based on class discussions, research paper on individual topics, final examination. Mr. Shuster.

SOCIOLOGY 335. Determinism and Voluntarism in Social Theory. The purpose of this course is to explore the problems of determinism and voluntarism in social life. More specifically, the course will examine the strengths and weaknesses of deterministic and

voluntaristic theoretical perspectives. While the materials for the course are primary theoretical, empirical studies and novels will also be included. Student evaluation will be based on class participation and written assignments. Prerequisite: Consent of the instructor. Mr. Sallett.

SOCIAL SCIENCE 401. Senior Seminar. Investigation and integration of basic problems and concepts common to all social science disciplines. The course will focus on major social scientific issues from the perspective of several disciplines. The format of the course will be oral presentations by both student and faculty participants. Two faculty from different disciplines will attend all course meetings and other social science faculty will participate on a rotating basis. Students will be encouraged to develop individual interests toward their Senior research project. Mr. Raybeck and Mr. Shuster.

SOCIAL SCIENCE 402. Senior Project. An independent project in accordance with the student's main area of interest. Staff.

Hamilton College Courses

THE FOLLOWING LIST of Hamilton College courses is reproduced exactly as it appears in the Hamilton catalog, with Hamilton concentration requirements. Kirkland students planning to take Hamilton courses should first consult their advisors.

Normally, courses numbered 11-19 are taken by freshmen, 21-29 by sophomores, and 31 and above by juniors and seniors. Odd numbered courses, for the most part, are offered in the first semester and even-numbered courses in the second. There are several exceptions to these rules, which are noted in the listings. A single number course (e.g., 25) may be elected for a single semester. Two numbers separated by a hyphen (e.g., 11-12) indicate that the courses will normally be elected throughout the year and a student may not enter the second semester without having taken the first.

ANTHROPOLOGY

Messrs. G. Jones *(Chairman)*, Price, and Grayson (Kirkland)

A concentration in Anthropology consists of 11 (Kirkland Anthropology 111) 13, 35, 42, and four other semester courses.

11. *Human Evolution and Prehistory.* The fossil evidence for human evolution; processes in the development of man and culture. Principal concepts of physical anthropology, methodology in archaeology. (Same as Kirkland Anthropology 111.) Mr. Grayson.

13. *Introduction to Cultural Anthropology.* Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. The Department.

23. *Mesoamerican Societies.* Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies: pre-Columbian foundations of Mesoamerican culture; post-Columbian processes of change. Prerequisite, 13. Alternates with 25. Mr. Jones.

25. *Caribbean Societies.* The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Several contemporary Caribbean societies will be examined in detail. Prerequisite, 13. Alternates with 23. (Not offered in 1971-72.)

27. *Indigenous Societies of South America.* An intensive, comparative study of several South American Indian societies, ranging in area from the Amazonian rain forest to the Argentinian pampas and the Peruvian Andes. Comparisons will also be drawn between the theoretical orientations of the ethnographers concerned. Prerequisite, 13. Mr. Price.

31. *Culture Change.* A broad approach to the study of dynamic process in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. Mr. Jones.

35. *Social Organization.* An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Open to Juniors. Prerequisite, 13. Mr. Jones.

37. *Introduction to Linguistics.* A survey of the theories and techniques of descriptive linguistics, including phonology, morphology, and syntax. Emphasis on transcription and analytical skill will supplement discussion of the relative merits of competing theories of language. Mr. Price.

38. *Language in Culture and Society.* A consideration of language as a cultural system and an investigation of the relationship between linguistic and social variables. Ethnoscience, componential analysis of kinship terminology, language and world view, semantics and grammar, social dialectology, bilingualism and biculturalism. Prerequisites, 13 and 37. Mr. Price.

42. *Theory in Anthropology.* An analysis of various conceptual approaches to anthropological method and theory. Prerequisites, 13 and 35. Mr. Jones.

44. *Cultural Enclaves.* The policies of major nations toward culturally distinct minority groups, viewed in anthropological perspective. The relationship between anthropological knowledge and questions of ethics will be discussed. Case studies will be presented and analyzed in detail; seminar format. Open to juniors. Prerequisite, 13. Mr. Price.

ART

Messrs. Penney and Carter *(Chairman)*

A concentration in Art consists of eight semester courses as approved by the Department.

11, 12. *Painting, Drawing, and Sculpture.* Lectures and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. Mr. Penney.

21, 22. *Advanced Painting and Drawing.* Figure, landscape, and still life painting and drawing in various media. Special projects assigned. Nine studio hours a week. Students to supply their own materials. Prerequisites, 11, 12 and consent of the instructor. Mr. Penney.

23, 24. *Introduction to the History of Art.* The role of works of art in the intellectual history of Western Man. First semester, prehistoric through Medieval art; second semester, Renaissance to modern art. (Not offered 1971-72.)

31. *The Italian Renaissance.* The stylistic development of architecture, painting, and sculpture in Italy during the fifteenth and sixteenth centuries. Mr. Carter.

32. *Studies in Renaissance Art.* The relation of theology, philosophy, and mythology to the visual arts of the Renaissance. In so far as possible, original sources in translation will be read and discussed. (Not offered 1971-72.)

33-34. *European Baroque Art.* First semester, the art of Italy and Spain from 1600 to 1750; second semester, the art of Northern and Central Europe during the same period. 34 may not be taken as a separate course. Mr. Carter.

35-36. *Modern Architecture, 1770 to the Present.* First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. Mr. Carter.

38. *Islamic Art.* A survey of the visual arts produced in the Islamic world, beginning with the Near and Middle Eastern origins, proceeding through the eastern and western diffusion, and concluding with the Ottoman Empire. Mr. Carter.

BIOLOGY

Messrs. Gerold *(Chairman)*, J. Ellis, Chiquoine, McManus, and Erickson

A concentration in Biology consists of eight semester courses in Biology, one of which must be Biology 50, four semester courses in Chemistry and two semester courses in Physics. A course of study taken at a field station and approved by the Department may be used as one semester course toward the concentration requirement.

11. *General Biology.* A study of the molecular basis of living systems. An analysis of structure-function relationships at the cellular level is stressed. A knowledge of secondary school biology and chemistry, or the equivalent, is assumed. Three class periods and one laboratory period a week. Mr. Erickson and staff.

12. *General Biology.* A study of life at and above the level of the organism. Emphasis is on the variety of life; the functions and adaptations of organisms; homeostasis; ecological relationships; and evolutionary history. Three class periods and one laboratory

period a week. Independent laboratory work is assigned. Prerequisite, 11. Mr. McManus and staff.

27. *Genetics.* The general principles and techniques of heredity and their bearing on reproduction, the determination of sex, variations, disease, and evolution. Both plants and animals are considered. Three class periods and one laboratory period a week. Individual laboratory problems, to be carried on outside of the regular laboratory period, and reports on special topics will be assigned. Prerequisites, 11, 12. Mr. Ellis.

28. *Vertebrate Organization.* A study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization is emphasized. Three class periods and three hours of laboratory a week. Prerequisites, 11, 12. Mr. Chiquoine.

31. *Physiology.* A study of the fundamental problems of general physiology and the functions of the organ systems of animals. Two class periods and four hours of laboratory a week. Prerequisites, 28 and Chemistry 12 or 16. Mr. Gerold.

33. *Embryology.* A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods are primarily concerned with contemporary problems in developmental biology. Three class periods and three hours of laboratory a week. Prerequisite, 28. Mr. Chiquoine.

34. *Cells and Tissues.* An analysis of the structure, function and composition of mammalian cells and tissues. The laboratory exercises include microtechnique and cell and tissue identification. Two class periods and four hours of laboratory a week. Prerequisites, 11, 12. Mr. Gerold.

37. *General Ecology.* An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises a week. An individual ecological problem is investigated throughout the term as a part of the laboratory assignment. Prerequisites, 11, 12. Mr. McManus.

38. *Biochemistry.* The chemistry of biologically important compounds. The major biochemical pathways are discussed in terms of reaction, mechanisms, energy production and utilization.

Three class periods and three hours of laboratory a week. Prerequisites, 11, 12, and Chemistry 23-24. Mr. Erickson.

50. *Senior Program.* Study primarily through assigned and independent reading, seminar discussions, and independent papers on a theme or topic of particular substantive concern to biological thought. Topics will change from year to year and will be chosen by the Department in consultation with incoming senior concentrators. Open only to senior concentrators in Biology. Mr. Ellis.

CHEMISTRY

Messrs. Yourtee, Denney *(Chairman)*, Cratty, Kinnel, Von Riesen, and Boggs (Kirkland)

A concentration in Chemistry consists of 11 or 15, 16, 23-24, 33-34, and two semester courses chosen from 37, 38, 41, or 42. Certain courses in physics and mathematics are prerequisites for Chemistry 33.

11. *General Chemistry.* An introductory study of fundamental concepts and principles of chemistry together with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three class periods and three hours of laboratory a week. Credit not allowed for both 11 and 15. Mr. Von Riesen.

12. *General Chemistry.* A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three class periods and three hours of laboratory a week. Prerequisite, 11, or 15. Mr. Yourtee.

15. *Chemical Principles.* A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three class periods and three hours of laboratory a week. Credit not allowed for both 11 and 15. Prerequisite, consent of the Department. Mr. Cratty.

16. *Introductory Physical Chemistry.* An introduction to thermodynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physiochemical principles in quantitative analysis. Three class periods and three hours of laboratory a week. Prerequisite, 15 or 12, or 11 and consent of the instructor. Mr. Cratty.

23-24. *Organic Chemistry.* The extension of chemical principles to the chemistry of carbon compounds, with examples from aliphatic and aromatic chemistry. Three class periods and four hours of laboratory a week. Prerequisite, 12 or 16. Messrs. Kinnel, Boggs and Von Riesen.

33-34. *Physical Chemistry.* A study of the laws governing the behavior of physiochemical systems and the theories and models proposed to explain them. Three class periods and three hours of laboratory a week. Prerequisites, 16, Physics 11-12 or 13-14, Mathematics 21-22 or a B− or higher in Mathematics 14 or 21 and consent of the instructor. Mr. Denney.

33a-34a. Same course as 33-34 but without the laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37. *Chemistry of Natural Products.* An investigation of the chemistry of various natural products, including antibiotics, terpenes and alkaloids, from the standpoint of structure proof. The laboratory involves the systematic identification of organic compounds. Three class hours and three laboratory hours a week. Prerequisite, 23-24. Messrs. Kinnel and Boggs.

37a. Same course as 37 but without the laboratory. Messrs. Kinnel and Boggs.

38. *Physical Organic Chemistry.* An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory entails advanced organic synthetic methods. Two class hours and four laboratory hours a week. Prerequisites, 23-24 and 16. Mr. Boggs.

41. *Chemical Instrumentation.* A study of the principles of instrumentation and their application to the characterization of chemical systems. Two class periods and four hours of laboratory a week. Prerequisite, 33-34. Mr. Denney.

42. *Inorganic Chemistry.* A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of the properties of selected compounds. Three class hours and three hours of laboratory a week. Prerequisite, 33-34. 34 may be taken concurrently. Mr. Cratty.

42a. Same course as 42 but without the laboratory. Mr. Cratty.

CINEMA

11. *Introduction to Cinema Art.* Study of important films; lectures and discussions; special projects in film-making. Enrollment limited to 15. (Not offered 1971-72.)

CLASSICAL LANGUAGES

Messrs. Mattingly *(Chairman)*, Cunningham, and Walters.

Greek

A concentration in Greek consists of eight semester courses as approved by the Department.

11-12. *Elementary Greek.* Thorough grounding in grammatical forms and syntax. Written and oral exercises, leading to the translation of easy passages from Plato and Herodotus. Messrs. Cunningham and Walters.

21-22. *Intermediate Greek.* Selections from the Orators, including Lysias, Andocides. Some of the dialogues of Lucian. Introduction to the history of Greek literature and its continuing influence. Prerequisite, 11-12 or its equivalent. Messrs. Cunningham and Walters.

31-32. *Greek Drama.* Study of one tragedy each by Aeschylus, Sophocles and Euripides, and one comedy by Aristophanes. Reading of other plays in translation, and comparison with modern dramatists' handling of classical themes. Prerequisite, 21-22. Messrs. Cunningham and Walters.

33-34. *Greek History and Epic.* Readings in the *Iliad* and *Odyssey.* Studies in the problems of oral tradition and the transmission of Epic poetry. Selections from the historians, Herodotus, Thucydides or other later writers. Prerequisite, 21-22. (Offered every third year; next offered 1972-73.)

35-36. *Greek Philosophic Literature.* Readings in Plato and Aristotle: *Timaeus* and selections from the *Nicomachaen Ethics.* Also readings in later Greek philosophy with emphasis on the

history of philosophy. Prerequisite, 21-22. (Offered every third year; next offered 1973-74.)

Latin

A concentration in Latin consists of eight semester courses as approved by the Department.

11-12. *Elementary Latin.* First semester: forms; syntax; translation of simple sentences; emphasis upon oral comprehension of the sentence structure and systematic mastery of vocabulary. Second semester: reading in such prose authors as Sallust, Virgil, Seneca; emphasis upon the student's comprehension of connected prose. Mr. Mattingly.

21-22. *Readings in Latin Prose Writers.* First semester: emphasis upon comprehension of the sentence and the mastery of vocabulary; the rendering into English prose of such writers as Horace, Ovid, Juvenal, Propertius. Second semester: continuation of the work of the preceding semester with some study of rhetorical theory and more attention to the historical background of the authors read. Prerequisite, 11-12 or satisfactory secondary school preparation. Mr. Mattingly.

31-32. *Latin Prose and Poetry: Satire, Epigram, and the Historians of the Silver Age.* Translation, study of metrical forms, reading in secondary sources. Prerequisite, 21-22 or the instructor's consent. Alternates with 33-34. Mr. Mattingly.

33-34. *Latin Prose and Poetry: Lyric, Elegiac, Epic, and Apuleius.* Translation, study of metrical forms, ancient literary criticism. Prerequisite, 21-22 or instructor's consent. Alternates with 31-32. (Not offered 1971-72.)

Ancient Civilization

11. *The Ancient Historians and Their Theories of History.* Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature,

and science, and the problem of fact and interpretation. Alternates with 13. (Not offered 1971-72.)

12. *Greek History.* The origins of Western Civilizations from their beginnings in the prehistoric period of Greek history through the Alexandrian Age and the early contacts with Rome. Alternates with 14. (Not offered 1971-72.)

13. *Roman History.* A survey of the development of the Roman State from its origin as a diminutive Etruscan dependency to the dissolution of its empire through the barbarian incursions. Chief attention on the late Republican and early imperial periods. Alternates with 11. Mr. Cunningham.

14. *Problems in Roman Imperial History.* Topics including the role of the army in the state, questions of provincial administration, municipal life and religious-philosophical developments. Alternates with 12. Mr. Walters.

25-26. *Platonism and Aristotelianism in the Graeco-Roman World and the Early Middle Ages.* Plato's and Aristotle's careers as scientists, social theorists, and educators will be studied in terms of translated selections from their writings. Their importance as the formulators of patterns of thought which dominated European culture for many centuries will be brought into focus and illustrated in translated selections from the writings of those who continued or propagated their teaching. Alternates with 29-30. (Not offered 1971-72.)

29-30. *Religious Philosophies and Philosophic Religions of the Ancient World.* Lectures and discussions; readings and assigned papers; material covered includes Pythagoreanism, the Bacchic cults in Greece and Rome, Stoicism, Epicureanism, Scepticism, neo-Platonism, Gnostic emanation theory, *sympatheia* as the philosophical basis of magic, Aristotelian physics as the ground of mediaeval cosmology. Alternates with 25-26. Mr. Mattingly.

COMPARATIVE LITERATURE

Mr. Colby

31-32. *European Humanism.* A study of the development of humanistic thought from early modern times to the present, based on great works of European literature read in translation. Open to

juniors and seniors who have completed at least two semesters in the study of either English or foreign literature. (Not offered 1971-72.)

ECONOMICS

Messrs. Wertimer *(Chairman)*, Carovano, Butler, Snead, and Edwards.

A concentration in Economics consists of 11, 21, 31, 32, 50 and three other semester courses.

11. *Introduction to Economics.* An introductory discussion of the economic problems faced by a society and the means by which they may be solved, with emphasis upon the American economic system. Offered both semesters. The Department.

21. *Applied Statistics.* An introductory discussion of statistical techniques used in the analysis of business and economic data. Topics covered include descriptive statistics, probability, statistical inference. regression and correlation, index numbers, and analysis of time series data. Laboratory work. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Butler.

23. *Accounting.* An elementary study of how the financial records of a business firm are usefully classified, analyzed, and interpreted. Emphasis is placed on the theory and function of accounting with bookkeeping techniques introduced as a means to this end. Mr. Wertimer.

24. *Corporation Finance.* Forms of business organization with predominant emphasis on the modern corporation, its nature and financial problems. A required one-day field trip to New York City. Mr. Wertimer.

25. *Industrial Organization and Public Control of Business.* The structure, conduct and performance of American industry; the application and interpretation of the anti-trust laws; detailed study of selected current problems of intervention. Prerequisite, 11 or consent of the instructor. Mr. Butler.

26. *Industrial Relations.* A study of social and economic problems centering on American labor and the employer-employee relationship; collective bargaining; the labor market; wage theory and public policy; labor relations legislation; a brief history of union-

ism; the role of trade unionism in a democracy. Prerequisite, 11 or consent of the instructor. Mr. Butler.

28. *Comparative Economic Systems.* Comparisons between market and planned systems. The Soviet Union, Yugoslavia, the writings of Marx and Mao Tse-tung. Special topics on the Chinese economy. Prerequisite, 11. Mr. Snead.

31. *Macroeconomic Theory.* National income accounting, the theory of income determination, the requirements for sustained economic growth, business cycle theory. Prerequisite, 11. Mr. Edwards.

32. *Microeconomic Theory.* Applications of supply and demand analysis, theory of consumer behavior, theory of the firm, market structure, theory of resource pricing and allocation. Prerequisite, 11. Mr. Snead.

33. *International Economics.* The theoretical basis of international trade, tariffs, exchange rates and the relationship between trade and the national economy. International monetary problems and the mechanisms of adjustment. United States trade policy. Customs unions. Prerequisite, 11. Mr. Snead.

34. *Economic Development.* Transformations of the economic structure which affect the long-term growth rate of national income. The properties of a few growth models will be calculated and then applied to specific countries and regions of the students' interest. Particular attention will be given to Asian economic performance. Prerequisite, 11. (Not offered 1971-72.)

35. *Money and Banking.* The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 11. Mr. Wertimer.

36. *Public Finance.* A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 11. Mr. Carovano.

37. *Economic Analysis of Urban Areas.* Economic theories of location, land use, and communication; the formation of urban clusters and the allocation of resources within them. The allocation of public goods and problems of externalities; the history of cities and their role in regional economic development. Prerequisite, 11. (Not offered 1971-72.)

41. *Seminar in Economics.* Discussion of contemporary developments in economics. Prerequisite, 11 and consent of the instructor. (Not offered 1971-72.)

42. *History of Economic Thought.* A review of economic theory from the time of the mercantilists to the present. Prerequisite, 11. Mr. Wertimer.

44. *Methods of Quantitative Research.* A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisites, 11 and 21 or Mathematics. 23. Mr. Edwards.

50. *Senior Program.* Preparation of an essay on a concept or problem in economics. Individual and group consultation. A comprehensive examination will be given. Open only to seniors concentrating in Economics. Mr. Wertimer.

EDUCATION

Mr. Hunt *(Chairman)* and Miss Howlett.

21, 22. *Foundations of Education.* First semester: *Historical, Philosophical.* Second Semester: *Sociological, Comparative.* An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31. *Educational Psychology.* The psychological basis of educational theory and practice; the study of the psychology of adolesence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Prerequisite, 21 or 22 or the consent of the instructor. Offered both semesters. Mr. Hunt.

32. *Special Methods.* Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Practice given in course, unit, and lesson-planning. Discussion of classroom leadership, motivation, testing,

discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one semester course in Education or consent of the instructor. Offered both semesters; must be taken concurrently with Education 33-34 if that course is elected. Mr. Hunt.

33-34. *Secondary School Methods and Materials; Observation and Student Teaching.* A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for five weeks at the beginning of the semester to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, conferences with the instructor, the supervising and cooperating teachers, and other student teachers. Seminars during the remainder of the semester to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Offered both semesters; enrollment limited. Education 33 and 34 are taken concurrently and must also be taken concurrently with Education 32. Prerequisite, one semester course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Miss Howlett.

ENGLISH

Messrs. Nesbitt, Johnston, Lindley *(Chairman)*, Barrett, Briggs, Marki, Wagner, Wendling and Roth.

A concentration in English consists of eight semester courses in English and American literature including three courses in literature before 1800, one of which must be 21, and 50.

11, 12. *Introductory College English.* The practice of writing; themes and conferences. Instruction in writing, largely individual. Readings in selected masterpieces. Not open to second-semester sophomores and above. English 12 is a continuation of 11 and is not open to juniors and above. Both 11 and 12 are offered each semester. The Department.

21. *Introduction to English Literature.* Study and analysis of selected works of major authors from the beginnings to 1800. Prerequisite, 11 with a grade of C minus, or its equivalent. Offered each semester. The Department.

22. *Special Topics.* Special problems in the study of literature. Prerequisite, 21. (Not offered 1971-72.)

23. *The "Gothic" Tradition in English and American Literature.* "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 21. Mr. Briggs.

24. *Comedy.* The reading of selected masterpieces in drama, prose fiction, and poetry with the aim of understanding the comic view of life and developing a theory of comic form and style. Prerequisite, 21. (Not offered 1971-72.)

25. *Milton.* An intensive study of *Paradise Lost,* the early poetry, and selected prose of John Milton, with reference to the seventeenth-century tensions that shape his work. Prerequisite, 21. Mr. Roth.

26. *Poetry and the Novel since 1800.* Study and analysis of major works of representative poets and novelists of the nineteenth and twentieth centuries. Prerequisite, 21. Mr. Lindley.

27. *Old English.* An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 21. Mr. Lindley.

28. *Chaucer.* Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 21. Mr. Wendling.

29. *Introduction to the Reading of Poetic Texts.* The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (metre, rhyme, stanza, etc.); exercises in explication. Prerequisite, 21. Mr. Marki.

31. *Nineteenth Century American Literature.* The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 21. Mr. Marki.

32. *Twentieth Century American Literature.* Readings in poetry and fiction written primarily during the first half of the century. Special attention is paid to works by James, Hemingway, Faulkner, Dickinson, Pound, Frost, and Stevens. Prerequisite, 21. Mr. Wagner.

33. *The Early Renaissance.* A survey of developments in the main currents of sixteenth-century poetry and prose; emphasis will be placed on the poetry of Spenser and Sidney. Prerequisite 21. Mr. Roth.

34. *The Late Renaissance.* A survey of the most important works in poetry and prose of the seventeenth-century prior to 1660. Major emphasis will be placed on the works of Donne, Jonson, Herbert, Herrick, Marvell, and Sir Thomas Browne. Prerequisite, 21. Mr. Roth.

35. *English Literature: 1660-1744.* The rise of neo-classicism in England and its influence on imaginative literature and criticism from Dryden until the death of Pope. Prerequisite, 21. Mr. Johnston.

36. *English Literature: 1744-1800.* The disintegration of classicism. Dr. Johnson and his circle. The Eighteenth century novel. Prerequisite, 21. Mr. Johnston.

37-38. *Nineteenth Century Literature.* Study of works representative of the thought and literary art of major nineteenth-century writers, particularly Jane Austen, Wordsworth, Shelley, Carlyle, Dickens, Browning, Arnold, and George Eliot. Prerequisite, 21. 38 may not be taken as a separate course. Mr. Nesbitt.

39-40. *Modern British Literature.* Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Shaw, Yeats, Conrad, Joyce, Lawrence, and T. S. Eliot. Prerequisite 21. Open to juniors and seniors only. 40 may not be taken as a separate course. Mr. Briggs.

41. *Expository Writing.* The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited. Messrs. Lindley and Briggs.

42. *The Writings of Fiction and Poetry.* Stories, plays, and poems by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. Mr. Wagner.

43-44. *Elizabethan and Jacobean Drama.* Readings in English plays from the beginnings to the closing of the theatres in 1642,

with particular attention to Shakespeare. Prerequisite, 21. English 44 may not be taken as a separate course. Mr. Barrett.

45. *Studies in American Authors.* In 1971-72, the authors studied will be William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Thomas Wolfe). In 1972-73, the authors studied will be Melville and Whitman. Prerequisite, 21. Open to sophomores. Mr. Wagner.

46. *Studies in American Drama, Fiction, and Poetry.* In 1971-72, the course will offer readings in twentieth-century American poetry; Pound, Hart Crane, Roethke, Lowell, Ginsburg, Creeley, Dickey. In 1972-73, the course will offer a historical survey of American drama with emphasis upon O'Neill, Williams, Miller, and Albee. Prerequisite, 21. Open to sophomores. Mr. Marki.

50. *Senior Program.* A course in the critical appraisal of major authors, principally through independent reading and writing. A long essay is required. Individual and group consultation. Prerequisite, 21. Open only to seniors concentrating in English. Mr. Barrett.

ENVIRONMENTAL STUDIES

Messrs. Donahue, Potter, and McManus

12. *Earth Resources.* An introductory course on the geologic occurrence and origin of the world's major sources of metals, non-metals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. Offered in the spring semester, in alternate years. (Not offered 1971-72.)

29. *Man and His Environment.* A consideration of the ecological problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Two class periods and one hour of discussion a week. Open to sophomores. Offered in the fall semester. Mr. McManus.

30. *The Biology of Reproduction.* A comprehensive study of animal reproduction with later emphasis on the socio-biologic aspects of human reproduction as related to contemporary problems. Open to juniors and seniors. Offered in the spring semester. Mr. Donahue.

FRENCH

See Romance Languages.

GEOLOGY

Messrs. Hawley *(Chairman)* and Potter

A concentration in Geology consists of 11, 12, 50, and seven other semester courses. With the permission of the Department, the student may substitute no more than two semester courses from the following: Physics, Chemistry, Mathematics, Biology.

11. *Physical Geology.* An introduction to geological processes in preparation for study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise each week. All-day field trip. Mr. Potter.

12. *Historical Geology.* The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution are emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises a week. All-day field trip. Prerequisite, 11. Mr. Hawley.

21. *Geomorphology.* The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional processes, and to climate. The principles will be illustrated by topographic map and airphoto interpretation of areas from the various physiographic provinces of North America. Three class periods and three hours of laboratory or field study each week, with one extended field trip. Prerequisite, 11. Mr. Hawley.

23-24. *Structural and Field Geology.* A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three class periods and three hours of laboratory or field exercises each week, plus at least two weekend field trips. Prerequisites, 11, 12. (Not offered 1971-72.)

25-26. *Mineralogy and Optical Mineralogy.* Introduction to crystallography, crystal chemistry, optical mineralogy, and genesis of minerals. Identification of minerals by physical, spectrochem-

ical, X-ray diffraction, and polarizing microscope techniques. Three class periods and three hours of laboratory a week. Four field trips. Previous or concurrent election of Chemistry 11-12 recommended. Alternates with 31-32. (Not offered 1971-72.)

28. *Glacial Geology.* Theories of glacial climates, origin and movement of glaciers, glacial erosion and deposition. Three class periods and three hours of laboratory or field study each week. Prerequisite, 11. Mr. Potter.

31-32. *Petrology.* Chemistry, mineralogy, and genesis of rocks in the light of experimental data and field relations. First semester, igneous rocks. Second semester, metamorphic and sedimentary rocks. Three class periods and three hours of laboratory each week. Several field trips. Prerequisite, 25-26, or 11 and the consent of the instructor. Mr. Potter.

33-34. *Advanced Historical Geology.* A study of invertebrate paleontology and the principles of stratigraphy. Autumn: description, interpretation, and correlation of sedimentary rocks. Winter: classification, evolution, and history of invertebrate fossils. Spring: regional interpretation of geologic history based upon sedimentary rocks and their fossils. Three class periods and three hours of laboratory or field exercises each week. One weekend field trip each semester. Prerequisites, 11, 12. Alternates with 23-24. Mr. Hawley.

50. *Senior Program.* Study and group discussion of current and recent geological literature to focus attention on major problems and recent developments related to the history, structure, and composition of the earth. Topics normally included are the internal constitution of the earth, gravity, and isostasy, the origin of the earth, the floors of the ocean, paleomagnetism, continental drift and sea floor spreading. Prerequisites 11-12 and either 23-24 or 31-32, or the consent of the Department. The Department.

GERMAN

Messrs. Liedke *(Chairman)*, Browning, and Colby.

A concentration in German consists of eight semesters in courses numbered 13 or higher, two of which must be 21 and 50.

11. *German for Beginners.* Study of grammar and syntax. Prac-

tice in understanding, speaking, reading and writing. Four hours of class a week and laboratory work. Mr. Colby.

12. *German for Beginners.* Further work in grammar and syntax. Continued practice in understanding, speaking, reading and writing. Four hours of class a week and laboratory work. Mr. Colby.

13. *Intermediate German.* Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class a week and laboratory work. Offered each semester. Prerequisite, 12. Mr. Browning.

15. *Techniques of Reading German.* Intensive practice in reading and translating expository prose selected from the humanities, social and natural sciences. (Not offered 1971-72.)

21. *Introduction to Literature.* Reading of representative prose works, mainly *Novellen,* and lyrical poetry of the nineteenth and twentieth centuries. Analyses and discussion of texts in German, oral and written. Prerequisite, 13. Mr. Liedke.

23, 24. *Conversation and Composition.* Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. Mr. Liedke.

31. *The German* Novelle. Study of the German *Novelle* from its eighteenth century beginnings to the present. Prerequisite, 13. Mr. Browning.

32. *The German Drama of the Nineteenth and Twentieth Centuries.* Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. Mr. Liedke.

33. *German Poetry.* Critical study and interpretation of German poetry. Prerequisite, 21. Mr. Browning.

40. *German Romanticism.* Study of the origins, literary expression and impact of the Romantic Movement in Germany. Prerequisite, 21. Mr. Browning.

41. *Goethe.* Reading from Goethe's works with particular attention to *Faust, Werther* and *Die Wahlverwandtschaften* and lyrical poetry. Prerequisite, 21. Mr. Liedke.

42. *Special Topics.* The content of the course will vary. It may deal with the German novel, with the literature of revolt, with

particular movements or individual writers in German Literature. Prerequisite, any course in the 30-level group. (Not offered 1971-72.)

50. *Senior Program.* Study primarily through independent reading of major trends of German criticism and literature. Regular short reports in German. Final essay in German required. Open only to seniors concentrating in German. Mr. Colby.

GOVERNMENT

Messrs. Rockwell, Richardson *(Chairman)*, Lewis, Suttmeier, Rosenbloom, and Bullard.

A concentration in Government consists of eight semester courses, of which six must be at the 20-level or higher, including 29, which must be completed by the end of the junior year, and 50.

12. *Comparative Politics.* Introduction to the major concepts and approaches in the comparative study of governments and politics. Basic concepts such as power, decision-making, interest groups, political culture and political development are discussed in the context of an examination of elected western and non-western political systems. Mr. Suttmeier.

14. *International Relations.* Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; policies and conflicts of the Great Powers; regional organizations. Analysis of selected problems. Search for patterns in international affairs. Offered each semester. Messrs. Richardson and Bullard.

16. *The American Political Process.* Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. Offered each semester. Messrs. Bullard and Rosenbloom.

18. *Political Theory.* Main themes in Western political theory from Plato through the nineteenth century as reflected in the writing of influential political philosophers. Offered each semester. Mr. Rockwell.

21. *The Politics of Developing Nations.* Break-up of traditional political systems; comparative colonial policies. Anti-colonial and nationalist revolts. Issues of political modernization: nation-build-

ing, single party systems, role of the new elites, guerilla warfare, rapid economic and social change. Prerequisite, two semester courses in either Economics, Government or History. Mr. Richardson.

23. *American Parties and Politics.* Creation, organization and operation of political parties in the American system. Emphasis on current problems of party structure, reform, and finance. Field research on state or local parties. Prerequisite, 16 or consent of the instructor. (Not offered 1971-72.)

24. *International Organizations.* Development, structure, and function of international organizations within the context of international politics. Historical development since the 19th century. The League of Nations. The United Nations with emphasis on peaceful settlement, sanctions, disarmament, decolonization, economic development and international law. Regional organizations and integration. Prerequisite, 14 or consent of instructor. Mr. Bullard.

26. *Asian Politics.* Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisites, Government 12 or consent of the instructor. Mr. Suttmeier.

28. *Congress and the Presidency.* Congress and the Presidency as institutions that set national goals and policies. Emphasis on different models of national policy-making. Prerequisite, Government 16 or consent of the instructor. Mr. Rosenbloom.

29. *Introduction to the Scope and Methods of Political Science.* Introduction to the philosophical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite, two semester courses in Government. Offered each semester. Messrs. Suttmeier and Lewis.

31. *Bureaucracy and Public Policy.* Study of American governmental organization with particular emphasis on budgetary processes, decision-making and functional specialization. Prerequisite, Government 16. Mr. Lewis.

32. *American Foreign Policy.* Constitutional basis for foreign policy. The decision-making processes, application and evaluation of foreign policy. Emphasis on the roles played by the President, Departments of State and Defense, Foreign Service, and Congress.

Analysis of selected issues in cultural and information policies, arms control, alliance systems, economic aid programs and intelligence. Open to sophomores. Prerequisite, two semester courses in Government, Economics, or History. Mr. Bullard.

33. *American Constitutional Development.* Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. Mr. Rockwell.

34. *The Constitution and Individual Rights.* Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the proper role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. Mr. Rockwell.

35-36. *Politics in Urban Areas.* A seminar concerned with the structure and function of urban political systems in the United States. Government 36 may not be taken as a separate course. Prerequisite, Government 16, and one other semester course in Government. (Not offered 1971-72.)

37. *The Electoral Process.* Examination of how politicians run for office. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization are also considered. Prerequisite, 16, or consent of the instructor. Mr. Rosenbloom.

42. *The Politics of Sub-Sahara Africa.* Area study based on individual research. Emphasis on colonial regimes, *négritude,* African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U.N. interests in Africa. Open to juniors. Prerequisite, consent of the instructor. (Not offered 1971-72.)

44. *Recent Political Theory.* Political theories and ideologies from about 1900 to the present. Variations on the theme of democratic theory as found in various recent writers; theories of col-

lectivism and totalitarianism; contributions of psychology, anthropology and legal theory to recent political theory. Open to juniors. (Not offered 1971-72.)

45. *Chinese Politics.* Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, Government 26 or consent of the instructor. Mr. Suttmeier.

48. *The Politics of Communities.* A study of political power, parties and interest groups at the local level. Prerequisite, Government 16. Mr. Lewis.

50. *Senior Program.* A seminar required of all concentrators. The substance of the seminar will change from year to year. A theme or topic of particular concern to political science will be chosen for study by the Department in consultation with senior concentrators. Guest lecturers, student presentations, and research papers will usually make up the seminar. Topics for study will normally attempt to bring the various perspectives of the discipline to bear. Offered in spring semester. Mr. Suttmeier.

Semester in Washington. Director, Mr. Rosenbloom.

GREEK

See Classical Languages.

HISTORY

Messrs. D. Ellis *(Chairman)*, Lee, Millar, Traer, and Haltzel.

A concentration in History consists of eight semester courses, including 49 and 50, both of which must be completed during the senior year.

10. *Modern Europe, 1648 to the Present.* A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Offered in the spring semester. Mr. Traer.

11. *France in Modern Times.* The development of French history, society and culture from 1815 to the present. Offered in the fall semester. Mr. Traer.

12. *Kievan, Muscovite and Early Imperial Russia.* A study of

the development of Russia from the earliest times to 1825, emphasizing the interaction of institutions, culture, and population. Offered in the fall semester. Mr. Haltzel.

13. *Imperial and Soviet Russia.* Russia from 1825 to the present, with emphasis on the relationship between Russia and the West and between change and continuity in the development of the Old and New Regimes. Prerequisite, 12. Offered in the spring semester. Mr. Haltzel.

14. *The Civilizations of South and East Asia.* South and East Asia before the impact of the West; the historical traditions of India, China, and Japan. Offered in the fall semester. Mr. Lee.

15. *South and East Asia in the Modern World.* The Western impact on South and East Asia; the reactions of India, China, and Japan to Western pressures. Prerequisite, 14. Offered in the spring semester. Mr. Lee.

16. *American, Colonial and Early National History (to 1815).* A survey of American origins, with an emphasis upon colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Offered in the spring semester. Mr. Millar.

17. *American Diplomatic History.* A survey of American diplomacy, with an emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Offered in the fall semester. Mr. Millar.

18. *American Economic and Social History.* A survey of American economic and social development, with an emphasis upon economic change and its social consequences. Offered in the spring semester. Mr. Ellis.

19. *Twentieth-Century American History.* A survey of recent developments in American political, economic, and social life. Offered in the spring semester. (Not offered 1971-72.)

20. *Europe in the Age of the French Revolution and Napoleon.* A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Offered in the fall semester. Mr. Traer.

21. *Nineteenth-Century European Social History.* Analyses of

such factors as demographic change, urbanization, industrialization, institutional development, patterns of class organization, and social mobility in nineteenth-century Europe. Open to sophomores. Offered in the spring semester. Mr. Traer.

22. *Intellectual and Cultural History of Russia.* The development of Russian thought; the impact of ideas and social attitudes on Russian society. Open to sophomores. Offered in the fall semester. Mr. Haltzel.

23. *Modern Totalitarianism.* The origin and development of the modern totalitarian state, with special emphasis on Nazi Germany. Offered in the spring semester. Open to sophomores. Mr. Haltzel.

24. *The Black Man in America.* A survey of the relationship between black and white society in America, from colonial times to the present. Open to sophomores. Offered in the fall semester. (Not offered 1971-72.)

25. *Seminar on the Black Man in America.* Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 24. Offered in the fall semester. Mr. Millar.

26. *Seminar in American Colonial and Early National History (to 1815).* Selected problems in colonial and early national history, with an emphasis on the Revolutionary period. Prerequisite, 16. Offered in fall semester. Mr. Millar.

27. *Seminar in American Diplomatic History.* Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. Offered in the spring semester. Mr. Millar.

28. *Seminar in American Economic and Social History.* Selected problems in American economic and social history. Prerequisite, 18. Offered in the spring semester. (Not offered 1971-72.)

29. *Seminar in Twentieth-Century American History.* A topical study of recent American political, economic, and social developments, largely from contemporary sources. Prerequisite, 19. Offered in the spring semester. Mr. Ellis.

33. *Selected Topics on the Russian Revolution.* An investigation of a variety of problems such as the origins of the revolution,

patterns of class conflict, and the reactions of other countries to the influence of Russian ideas and institutions. A reading knowledge of Russian or another European language is desirable. Prerequisite, 13. Offered in the spring semester. Mr. Haltzel.

34. *Modern Japan.* The modernization of Japanese society and its subsequent domestic and international development. Prerequisite, 14. Offered in the fall semester. Mr. Lee.

35. *Modern China.* Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 14. Offered in the spring semester. Mr. Lee.

38. *New York State.* The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. Offered in the spring semester. (Not offered 1971-72.)

39. *Urban America.* The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. Offered in the spring semester. Mr. Ellis.

40. *Seminar on France in Modern Times.* An examination of unresolved problems and interpretations of political stability and change, economic development, cultural achievement, and social conflict in nineteenth and twentieth-century France. A reading knowledge of French is desirable. Prerequisites, 10 or 11. Offered in the spring semester. (Not offered 1971-72.)

41. *Selected Topics on the French Revolution and the Napoleonic Era.* An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language is desirable. Prerequisite, 20. Offered in the spring semester. Mr. Traer.

42. *Seminar in Russian History.* The problem of nationalities in Russian history. A reading knowledge of Russian or another European language is desirable. Prerequisite, 13. Offered in the fall semester. Mr. Haltzel.

44. *Modern India.* The consolidation of British control and subsequent developments in such areas as literature, religion, and

politics; the establishment and early years of India and Pakistan. Prerequisite, 15. Offered in the fall semester. (Not offered 1971-72.)

49. *Historiography.* The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to seniors other than concentrators in history only with the consent of the Department. Offered in the fall semester. Mr. Lee.

50. *Senior Program.* A project required of senior concentrators in history, resulting in a thesis supervised by a member of the department. Open only to seniors concentrating in History. Offered in the spring semester. The Department.

LATIN

See Classical Languages.

MATHEMATICS

Messrs. Gere, Ogilvy *(Chairman)*, Adkins, Anderson, and Atwood.

A concentration in Mathematics consists of 13-14, 21, 22, 31, 32, 33, 41-42 and one other semester course. With the permission of the Department, a student may make a substitution for 32 or for 42, but not ordinarily for both.

13-14. *Calculus and Analytic Geometry.* Introduction to the differential and integral calculus with topics from analytic geometry. The Department.

21. *Linear Algebra and Calculus.* An introduction to linear algebra; matrices and determinants, vector spaces and linear transformations, linear systems. Continuation of the study of differential and integral calculus. Prerequisite, 13-14. Messrs. Anderson and Atwood.

22. *Differential Equations.* A first course in the solution of elementary ordinary differential equations; first order methods, and linear equations of higher order with emphasis on series methods. Prerequisite, 21. Mr. Gere.

23. *Probability and Statistics.* A first course in probability and statistics; random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses. (Credit will not

be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 13-14. Mr. Gere.

26. *Higher Geometry.* Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 13-14. Offered in alternate years. Mr. Ogilvy.

31. *Advanced Calculus and Applied Mathematics.* Selected topics from classical analysis including partial differentiation, series in more than one variable, operational methods, orthogonal functions and special functions of particular interest to physical scientists. Prerequisite, 22. Mr. Ogilvy.

32. *Complex Variables.* An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31. Mr. Ogilvy.

33. *Modern Algebra.* A study of algebraic structure; systems with one and two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 21. Mr. Anderson.

34. *Numerical Analysis.* Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations. Applicability of procedures to computer usage will be considered throughout the course. Prerequisite, 22, and the non-credit two week course in the use of the College's computing facilities or the equivalent. Mr. Adkins.

36. *Number Theory.* Topics in number theory including divisibility, primes, congruences, Euler's Phi-function, diophantine equations, quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. Offered in alternate years. (Not offered 1971-72.)

38. *Advanced Linear and Abstract Algebra.* An extension of the material introduced in 21 and 33; the theory of matrices, eigenvalues and eigenvectors, transformations and their groups, further topics from group theory. Prerequisite, 33. Offered in alternate years. Mr. Anderson.

41-42. *Introduction to Functions of a Real Variable and Topology.* The study of such topics as a continuity and convergence in metric spaces, measure theory, Lebesque integration, function spaces, and introductory topology. Prerequisite, 32 or the consent of the Department. Mr. Atwood.

45. *Seminar.* Offered occasionally with topics selected according to the individual needs of those electing the course. Prerequisite, 33 and the consent of the Department. The Department.

MUSIC

Messrs. Bonta *(Chairman)*, Mr. Fankhauser, Mmes. Jones and Pilgrim, Messrs. Boggio and Best.

A concentration in Music consists of two semester courses in music history, six semester courses in music theory, and four semesters of work in piano. A student demonstrating sufficient proficiency in piano may substitute four semesters of work in another instrument or in voice.

11-12. *Introduction to Music.* The study of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear-training, and sightsinging. No previous knowledge of music is required. Mr. Bonta.

13-14. *Solo or Ensemble Performance I.* The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course pursued for two semesters will be equivalent to a one-semester course. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15-16. *Group Performance.* The study of music through performance, either in the College Choir, the Brass Choir, or the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four semesters will be equivalent to a one-semester course. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

21-22. *Theory I.* An introduction to the basic elements of tonal harmony by means of ear training, keyboard work, analysis, and written exercises. Prerequisite, 11-12. (Not offered 1971-72. Kirkland Music 131-132 will be available.)

23-24. *Solo or Ensemble Performance II.* A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. The Department.

25. *Medieval and Renaissance Music.* A study of the history and literature of Western music to 1600, including selected works by major composers from Leonin to Byrd. Prerequisite, 11-12 or Kirkland Music 131-132. Mr. Bonta.

26. *Music of the Baroque.* A study of the history and literature of Western music from 1580 to 1750, including selected works by major composers from Monteverdi to Bach. Prerequisite, 11-12 or Kirkland Music 131-132. Mr. Bonta.

27. *Music of the Classic and Romantic Periods.* A study of the history and literature of Western music from 1720 to 1900, including selected works by major composers from Gluck to Mahler. Prerequisite, 11-12 or Kirkland Music 131-132. (Not offered 1971-72.)

28. *Contemporary Music.* A study of the history and literature of Western music from 1875 to the present, including selected works by major composers from Moussorgsky on. Prerequisite, 11-12 or Kirkland Music 131-132. (Not offered 1971-72.)

31-32. *Theory II.* Further study of the elements of tonal harmony. Eighteenth century contrapuntal practices are studied in the second semester. Prerequisite, 21-22. (Not offered 1971-72. Kirkland Music 231-232 will be available.)

33-34. *Solo or Ensemble Performance III.* A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrating enough growth in musical comprehension to justify further work in performance.

41-42. *Theory III.* Intensive analysis of musical works from various historical periods. There will be some work in composition. Prerequisite, Kirkland Music 211-212. (Not offered 1971-72. Kirkland Music 331-332 will be available.)

43-44. *Solo or Ensemble Performance IV.* A continuation of Music 33-34. Prerequisite, 33-34 and the consent of the Department. (Not offered 1971-72.)

45-46. *Studies in Musical Analysis.* Analysis of selected musical works. A consideration of musical structure, balance, and expectation using advanced principles of analysis; theories of cohesion or unity. Prerequisite, 31-32 or Kirkland Music 231-232. Mr. Fankhauser.

PHILOSOPHY

Messrs. Blackwood *(Chairman)*, Simon, Bowie, and Mrs. Ring.

A concentration in Philosophy consists of 21-22, 23, 34 or Kirkland Philosophy 329, and four semester courses.

11. *Introduction to Philosophy.* A study of some of the fundamental questions in metaphysics, epistemology, and ethics. Mr. Simon and Mrs. Ring.

21-22. *The History of Western Philosophy.* A study of the philosophical classics of Western civilization. Consideration of the most important contributions of outstanding thinkers from early Greek times to the present. Open to sophomores. The Department.

23. *Symbolic Logic.* A study of the methods, techniques, and results of formal logic. Open to sophomores. Mr. Simon.

28. *Aesthetics.* Philosophical analysis of the nature of art, with particular attention given to the marks of appropriate aesthetic response. Mr. Bowie.

31. *Islamic Thought.* The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 31.) Mr. Blackwood.

32. *Hindu and Buddhist Thought.* The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

33. *Philosophy of the Social Sciences.* An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, motivation, and objectivity. Open to sophomores. Mr. Simon.

34. *Contemporary Analytic Philosophy.* A consideration of the important developments in twentieth century Anglo-American philosophy. Prerequisite, 22 or the consent of the instructor. Mrs. Ring.

35. *Philosophy of Natural Science.* A study of the philosophical presuppositions of natural science and the logic of scientific explanation. Open to sophomores. Mrs. Ring.

36. *Chinese Religion and Thought.* A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries; Christian missions; the rise of Communism. Emphasis will be upon the intensive reading of selected texts. Prerequisite, two semester courses in Religion or Philosophy, or the consent of the instructor. (Same as Religion 36.) Mr. Williams.

37. *Ethical Theory.* A critical survey of problems in ethics and metaethics with primary emphasis on the modern period. Open to sophomores. Mr. Simon.

38. *Philosophy of Law.* Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Bowie.

41. *Philosophy of Religion.* Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two semester courses in Religion or Philosophy. (Same as Religion 41.) Mr. Blackwood.

42. *Advanced Topics.* The philosophy of mind. An examination of the traditional distinction between mental and physical events; a study of psychological determinism and its relation to moral responsibility. Prerequisite, one semester course in Philosophy. Mrs. Ring.

43. *Special Topics.* Intensive consideration of the utilitarian, egalitarian, and socialist theories of distributive justice, with a view to the formulation of new theories. Prerequisite, one course in Philosophy or Economics. Mr. Bowie.

Kirkland Philosophy 329. *Phenomenology and Existentialism.* A consideration of some of the main ideas of the phenomenological

and existentialist movements. Philosophers to be discussed will be selected, for the most part, from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre and Merleau-Ponty. Prerequisite, one year of history of philosophy or permission of instructor. (Not offered 1971-72.)

PHYSICAL EDUCATION

Messrs. Weber *(Chairman)*, D. Jones, Batt, Long, von Schiller, MacDonald, and Murphy.

During their first two years in residence, all students participate in the program for individual development. This program is based on the theory that it is as important to develop a good physique and a love of sport in the average man as it is to provide scope for the brilliant athlete.

All students are tested at the beginning of their college course to discover their individual needs. Four tests are given to men who qualify in the medical examination: (1) physical fitness, (2) swimming, (3) skill in one outdoor carry-over sport, (4) skill in one indoor carry-over sport. The type of program pursued by each student is determined by his performance in these tests.

Men with organic defects or functional disabilities enter an individual program approved by the college physician.

Facilities and instruction are provided for the following sports: badminton, baseball, basketball, football, golf, handball, hockey, skating, soccer, squash, swimming, tennis, touch football, track, volleyball, and wrestling.

PHYSICS

Messrs. Cameron, Ring *(Chairman)*, Millet, and Pearle.

A concentration in Physics consists of 13-14 (or 11-12), 21-22, 23, 24, 35, and 36.

11-12. *Principles of Physics.* An introduction to the principles of physics including mechanics, electricity and magnetism, quantum physics and the special theory of relativity. Open to freshmen and others who expect to take only one course in college physics. Three class hours and three laboratory hours a week. Mr. Cameron.

13-14. *Principles of Physics.* Essentially the same topics as 11-12 but with calculus. Primarily for students who expect to major in science. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three class hours and three laboratory hours a week. Mr. Ring.

15. *The Physicist's View of Nature.* The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. Three class hours a week. Mr. Pearle.

16. *Introduction to Astronomy.* An introduction to the earth-moon system, the solar system, stellar population, the sun as a typical star, stellar evolution, galaxies, and cosmology. Three class hours a week. Mr. Millet.

21-22. *Mechanics and Mathematical Physics.* Principles of classical mechanics, including dynamics of particles and particle systems, the two body problem, wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14, or Mathematics 13-14 and Physics 11-12. Three class hours a week. Mr. Millet.

23. *Electronics.* An introduction to linear circuit analysis in conjunction with laboratory work in circuits, devices and instruments. Includes such topics as AC circuit theory, complex numbers, vacuum tubes, semi-conductors, transistors, oscillators and amplifiers. One of the purposes is to prepare students to use electronic equipment, notably oscilloscopes, in experimental work. Prerequisites, 13-14, or Mathematics 13-14 and Physics 11-12. Three class hours and three laboratory hours a week. Mr. Pearle.

24. *Electricity and Magnetism.* The empirical laws of Gauss, Faraday, and Ampere studied in conjunction with special relativity and conservation laws. Derivation of Maxwell's equations in differential and vector form. Application to dielectric and magnetic materials. Includes such topics as vector analysis, electrostatic potentials, Laplace's equation, Ohm's law, vector potential, displacement current, dipole moments, and ferromagnetism. The devices

and techniques of 23 are used to study electron trajectories in electric and magnetic fields as well as the properties of dielectric and magnetic materials. Prerequisite, 23. Three class hours and three laboratory hours a week. Mr. Pearle.

31. *Electrodynamics.* Fields and Maxwell's equations; electromagnetic wave propagation; boundary value problems; retarded potentials; wave guides; connections with special relativity theory through tensor treatment. Prerequisites, 21-22 and 24. Three class hours a week. Mr. Millet.

33. *Physical Optics.* The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours a week. (Not offered 1971-72.)

35. *Atomic Physics.* Atomic phenomena and the underlying theory, quantum mechanics, with emphasis on the theory as it relates to experimental observation. Includes such topics as the photoelectric effect, Compton scattering, atomic spectra, the uncertainty principle, the square-well problem, the harmonic oscillator, angular momentum and the hydrogen atom. Experiments include photoelectric effect, electron scattering in gases and X-ray diffraction from crystals. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours a week. Mr. Ring.

36. *Nuclear Physics and Elementary Particles.* Principal properties of the atomic nucleus analyzed by applying quantum mechanics to simplified nuclear models. Introductory group theory, conservation laws, and current theories of elementary particles. Includes such topics as scattering theory, the Weizacker semi-empirical mass formula, the shell model, the optical model and the eight-fold way. Experimental equipment includes a neutron generator, a bubble-chamber scanning table, crystal and surface barrier detectors, coincidence circuits, and counting devices. Prerequisite, 35. Three class hours and three laboratory hours a week. Mr. Ring.

39. *Thermal Physics.* Principles of statistical mechanics; kinetic theory of gases; statistical treatment of ensembles of particles, Maxwell-Boltzmann velocity distribution; entropy, work, heat and

thermodynamic laws; thermodynamic potentials; applications to various physical systems. Prerequisite, 21-22. Three class hours a week. (Same as Chemistry 33a.)

40. *Quantum Mechanics.* A formal development of the basic theory and applications to physical systems. Exact and approximate methods of solution of eigenvalue problems and scattering problems. Selected topics such as invariance and conservation laws, angular momentum, harmonic oscillator, Bose-Einstein and Fermi-Dirac statistics, quantum field theory, time independent and time dependent perturbation theory, interaction of charges with the electromagnetic field, Lippmann-Schwinger scattering equation, S-matrix and dispersion approaches to scattering. Prerequisites, 39 (or Chemistry 33) and 35. Three class hours a week. Mr. Pearle.

PSYCHOLOGY

Messrs. Godcharles, Gescheider *(Chairman)*, Finison, Vaughan, and Miss DeMeyer (Kirkland).

A concentration in Psychology consists of 11, 16, 21, two advanced laboratory courses and three other semesters in Psychology.

11. *Principles of Psychology.* An introduction to the scientific study of behavior. The Department.

14, *Social Psychology.* Study of the theoretical and empirical literatures dealing with problems of man among his fellows. Prerequisite, 11. Mr. Finison.

16. *Introduction to Experimental Psychology.* An investigation of learning, memory, perception, emotion, motivation, and cognition. Three hours of lecture and three hours of laboratory. Prerequisite, 11. Mr. Gescheider.

21. *Principles of Statistical Analysis.* A study of elementary measurement theory, statistics used in describing distributions, a brief introduction to probability as related to problems of sampling, parameter estimation, hypothesis testing, correlation and regression, and the design and analysis of experiments. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Prerequisite, 11. Mr. Finison.

22. *Research Methods in Social Psychology.* A study of research methods employed in contemporary social psychology.

Topics will include laboratory methods, field methods, computer simulation, scaling, and mathematical modeling. Prerequisite, 21. Mr. Finison.

25. *Jung.* A broad introduction to the writings of Carl Jung. Prerequisite, 11. Mr. Godcharles.

27. *Conditioning and Learning.* An investigation of the basic principles of classical, operant, and instrumental conditioning. Three hours of lecture and three hours of laboratory. Prerequisite, 16. Mr. Vaughan.

28. *Physiological Psychology.* A study of the biological bases of behavior with emphasis on the nervous and endocrine systems as they relate to sensation, perception, motivation, emotion, memory and learning. Three hours of lecture and three hours of laboratory. Prerequisite, 16. Mr. Vaughan.

34. *Abnormal Psychology.* A survey of the literature of several of the more recently developed theoretical approaches to abnormal behavior. Prerequisite, 11. (Not offered 1971-72).

35. *Perception and Psychophysics.* A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of lecture and three hours of laboratory. Prerequisite, 16. Mr. Gescheider.

36. *Cognitive Psychology.* A study of the processes by which the sensory input to the organisms is transformed, reduced, elaborated, stored, recovered, and used. Three hours of lecture and three hours of laboratory. Prerequisite, 35. Mr. Gescheider.

37. *Advanced Social Psychology.* A study of current research topics in social psychology such as attribution theory, conflict resolution, status systems, helping behavior, and attitude formation. Three hours of lecture and three hours of laboratory. Prerequisite, 14. Mr. Finison.

42. *Human Learning and Retention.* A study of the research literature on human learning, transfer of training, retention, concept formation, and related phenomena. Prerequisite, 16. (Not offered 1971-72.)

43. *Historical and Theoretical Foundations of Contemporary Psychology.* History and philosophy of science with particular

reference to historical and current psychological problems. Prerequisite, 11. Mr. Gescheider.

44. *Behavior Theory.* A systematic survey and critical evaluation of contemporary behavior theories. Prerequisite, 16. Mr. Vaughan.

RELIGION

Messrs. Williams *(Chairman)*, Endy, and Tibbetts.

A concentration in Religion consists of eight semester courses of which three must be chosen from 11, 12, 14, 21, or Kirkland History 201.

11. *Introduction to the Study of Religion.* An analysis of the nature and expression of religion as manifested in various cultures, past and present. Particular attention will be paid to man's relation to time as expressed in rites of passage, seasonal festivals, views of history, and meditational disciplines such as Yoga and Zen. Mr. Williams.

12. *Gods and Myths of Modern Man.* An introduction to the study of Western religion through an analysis of the Judaeo-Christian religion and its traditional place in European society and culture, the secularization process in Western history, developments in religious thought since the Enlightenment, and the rise of certain myths and ideologies of scientific humanism, nationalism, Communism, and racism that provide alternative world-views to that of the Judaeo-Christian tradition. Mr. Endy.

14. *The Religion of Ancient Israel.* An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Special attention will be paid to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Mr. Williams.

21. *The Origins of Christianity.* A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Mr. Endy.

31. *Islamic Thought.* The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature

of religion, religion in non-literate cultures, and Zorastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 31.) Mr. Blackwood.

32. *Hindu and Buddhist Thought.* The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

33. *Religion in American History.* A study of religious life and thought in America with emphasis on the relationship between religion and major developments in American history and on the religious self-understanding of the American people. Prerequisite, a semester course in religion or American history or consent of the instructor. Mr. Endy.

34. *Religion, the State, and Violence.* A study of the major perspectives in past and contemporary Western religious thought on the relationship between religion and the state and on the justifiability of war, revolution, non-resistance, and non-violence. Prerequisite, a semester course in religion or consent of the instructor. Mr. Endy.

36. *Chinese Religion and Thought.* A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries; Christian missions; the rise of Communism. Emphasis will be upon the intensive reading of selected texts. Prerequisites, two semester courses in Religion or Philosophy, or the consent of the instructor. (Same as Philosophy 36.) Mr. Williams.

37. *Christian Ethics.* An analysis of literature concerning selected contemporary social issues. Guidelines for the development of an ethical system founded upon religious conviction will be presented, discussed and debated. Prerequisite, a semester course in Religion or consent of the instructor. Mr. Tibbetts.

38. *Major Cults and Sects in America.* An analysis of the social foundations, the history, and the beliefs of various religious groups which have diverged from the mainstream of orthodox Protestantism and Catholicism. Particular attention will be devoted to Mormonism, Seventh Day Adventism, Jehovah's Witnesses, and Christian Science. Prerequisite, a semester course in religion or American history, or consent of instructor. Mr. Tibbetts.

41. *Philosophy of Religion.* Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two semester courses in Religion or Philosophy. (Same as Philosophy 41.) Mr. Blackwood.

42. *Religion in Contemporary America.* A study of selected developments in American religious thought and life since 1950. The emphasis is on the relationship between religion and American culture and society. Both theological and sociological perspectives are included. Prerequisite, a semester course in religion or American History, or consent of the instructor, Mr. Endy.

43. *The Attack Upon and Defense of Christendom in the 19th Century.* An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis will be placed upon the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two semester courses in Religion, or Philosophy 21-22, or the consent of the instructor. Alternates with 44. Mr. Williams.

44. *European Religious Thought in the 20th Century.* An intensive study of selected works by such thinkers as Barth, Buber, Berdyaev, Teilhard de Chardin, and Tillich. Special emphasis will be placed upon the development of a religious understanding of man. Prerequisite, two semester courses in Religion, or the consent of the instructor. Alternates with 43. (Not offered 1971-72.)

Kirkland History 201. *The Evolution of Christian Thought.* The growth and development of Christian doctrines and ideas from the earliest history of the church to the Reformation. Major topics include the thought of the primitive church and the Fathers, the Ecumenical Councils and the rise of heresies, and the development of medieval scholasticism. Mr. Miller.

ROMANCE LANGUAGES

French

Messrs. Moraud *(Chairman)*, Hamlin, Davis, Cholakian, Mrs. Cholakian, and Mrs. Davis.

A concentration in French consists of eight semester courses numbered 13 or higher, one of which must be 50.

11. *First Semester French.* A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Offered first semester only. Four hours of class a week and laboratory work. Mrs. Davis.

12. *Second Semester French.* Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Offered each semester if enrollment warrants. Four hours of class a week and laboratory work. Mmes. Cholakian and Davis.

13. *Third Semester French.* Review of grammar and syntax. Reading and vocabulary training. Oral practice. Offered each semester if enrollment warrants. Four hours of class a week and laboratory work. Prerequisite, 12. Mr. Davis and Mrs. Cholakian.

21. *Introduction to French Literature.* Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Offered each semester if enrollment warrants. Prerequisite, 13 or consent of the Department. Messrs. Moraud and Cholakian.

23. *Advanced French.* A course designed for students who wish to acquire a better command of spoken and written French and to improve their reading skill. Written as well as oral exercises. Laboratory work. Taught in French. Offered each semester if enrollment warrants. Prerequisite, 13 or consent of the Department. Mr. Cholakian.

25. *Contemporary France.* A course dealing with the attitudes, customs, social structure and institutions in present-day France. Special attention given to problems in education, rural life, politics, and the "consumer society." Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. Mr. Davis.

30. *Introduction to French Classicism.* Study and analysis of important texts of the 17th century. Introduction to French versification and to literary terms. Written and oral reports and *explications de textes.* Recommended for students who wish to do further work in French literature. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mrs. Cholakian.

31. *The Age of Enlightenment.* Study and analysis of 18th century writers. Lectures, discussions, outside reading, and written

reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Cholakian.

32. *Nineteenth Century French Novel.* Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered in 1971-72.)

33. *Twentieth Century French Prose.* Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Davis.

34. *French Poetry from 1850 to the Present.* Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes.* Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1971-72.)

38. *French Cinema.* A course dealing with the history of French cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1971-72.)

39. *Advanced Composition and Oral Practice.* A practical course, conducted entirely in French, with emphasis on the oral and written use of the language. Regular compositions and short oral reports. Outside reading in French history and civilization. Prerequisite, any 20-level course or consent of the Department. Mrs. Davis.

40. *Medieval French Literature.* Brief introduction to Old French; reading selections from important authors. Discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Not offered in 1971-72.)

41. *The Renaissance.* Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. Mr. Cholakian.

42. *French Classical Theater.* Study and analysis of the French classical theaters of the 17th century. Lectures, discussions, written

and oral reports. Prerequisite, any 30-level course or consent of the Department. (Not offered 1971-72.)

43. *Contemporary French Theater.* The history of the French stage in the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. Mr. Davis.

44. *French Romanticism.* Emphasis on poetry and drama. Lectures, discussions, outside reading, and written reports. Conducted in French. Prerequisite, any 30-level course or consent of the Department. Mr. Moraud.

47. *French Stylistics.* A course in creative writing in French for students who possess a solid command of the language. Exercises in translation, writing scenarios, adaption of novels into plays, etc. This is a very flexible course based on the interests of the students. Taught in French. Limited enrollment. Prerequisite, any 30-level course or consent of the Department. Mr. Moraud.

50. *Senior Program.* A discussion of topics which will synthesize the study of French literature. Open to seniors other than those concentrating in French only with the consent of the instructor. Mr. Davis.

Junior Year in France. Director, Mr. Hamlin.

Spanish

Messrs. Tato and Medina.

A concentration in Spanish consists of eight semesters in courses numbered 13 or higher, one of which must be 50.

11. *First Semester Spanish.* Thorough grounding in listening comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Offered first semester only. Four hours of class a week and laboratory work. Mr. Medina.

12. *Second Semester Spanish.* Further work in listening comprehension, speaking, reading and writing. Offered each semester if enrollment warrants. Four hours of class a week and laboratory work. Prerequisite, 11. Mr. Tato.

13. *Third Semester Spanish.* Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts.

Offered each semester if enrollment warrants. Four hours of class a week and laboratory work. Prerequisite, 12. Mr. Medina.

21. *Introduction to Spanish Literature.* Lectures, study and analysis of the outstanding works and authors from the Middle Ages to the twentieth century. Outside reading and writing assignments. Offered each semester if enrollment warrants. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

23. *Advanced Spanish.* A course designed for students who wish to acquire a better command of the language and skill in translating. Written as well as oral exercises. Laboratory work. Taught in Spanish. Prerequisite, 13 or consent of the Department. (Not offered 1971-72.)

24. *Spanish-American Civilization.* The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. Outside reading and discussion. Offered each semester if enrollment warrants. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Tato.

25. *Spanish Civilization.* A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. (Not offered 1971-72.)

26. *Introduction to Spanish-American Literature.* A panoramic view of the development of Spanish-American Literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Offered each semester if enrollment warrants. Taught in Spanish. Prerequisite, 13 or permission of Department. Mr. Tato.

30. *Spanish Theater of the Golden Age.* Study of important Spanish dramatists of the Golden Age, with reference to the poets of the periods. Lectures, discussions, outside reading and written reports. Three hours of class a week. Taught entirely in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

31. *Golden Age Prose.* Study of major works of the 16th and

17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

33. *Romanticism.* Study of Romantic drama, poetry, and prose, including Larra, the Duque de Rivas, Zorrilla Béquer, and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1971-72.)

35. *The Realistic Novel.* Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdós, but including novels by Alárcón, Valera, Pardo Bazán, Clarín and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1971-72.)

36. *The Generations of 1898 and 1927.* The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends, and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

38. *Spanish-American Literature to end of 19th Century.* The development of Spanish-American Literature from its origin through the end of the 19th century. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1971-72.)

43. *Medieval and Renaissance Literature.* Study and analysis of some major literary works of the Middle Ages and the Renaissance. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1971-72.)

46. *Contemporary Spanish-American Literature.* Spanish-American Literature from the end of the 19th century to the present. Special emphasis on the new narrative forms of contemporary Spanish-American Literature. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1971-72.)

48. *Special Topics in Hispanic Literature.* Study of an author, a genre or a literary movement in Spanish or Spanish-American

Literature. Lectures, discussions, outside reading and written assignments. A considerable amount of reading is required. Three hours of class a week. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1971-72.)

50. *Senior Program.* Study covering either a major topic not previously studied in an advanced course, or material of a broader, comparative nature. Subject must be approved. Open to students other than those majoring in Spanish only with consent of the Department. The Department.

Russian

Mr. Young *(Chairman).*

11. *First Semester Russian.* A comprehensive introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class a week and laboratory work.

12. *Second Semester Russian.* Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class a week and laboratory work. Prerequisite, 11 or equivalent.

13. *Third Semester Russian.* Selected readings from Russian literature and culture. Systematic review of structure with emphasis on oral practice and development of writing skills. Four hours of class a week. Prerequisite, 12 or equivalent.

22. *Early Nineteenth Century Russian Literature.* Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13 or equivalent. (Offered in alternate years; next offered spring 1973.)

23. *Late Nineteenth Century Russian Literature.* Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13 or equivalent.

32. *Early Soviet Literature.* Readings, discussions, and reports in Russian on selected Soviet works until 1945, including Gorky, Babel, and Sholokhov. Prerequisite, 13 or equivalent.

33. *Contemporary Soviet Literature.* Readings, discussions, and reports in Russian on selected Soviet works from 1945 to the present, including Erenburg, Pasternak, and Solzhenitsyn. Prerequisite, 13 or equivalent. (Offered in alternate years; next offered fall 1972.)

Russian Literature in Translation

16. *Russian Literature in the Nineteenth Century.* A survey of Russian prose fiction in translation, including some of the major works of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov.

SOCIOLOGY

A concentration in Sociology is available at Kirkland College. consisting of 101, 301, 302, 401, and 402, and three other semester courses.

SPANISH

See Romance Languages.

SPEECH

Messrs. Todd *(Chairman)*, W. Wright, and Carson.

11. *Public Speaking.* Introduction to the principles of spoken communication. Study of the nature of rhetoric, practice in public address, readings in selected speeches. Lectures, discussions, and private conferences. Offered both semesters. The Department.

21. *Advanced Public Speaking.* Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Enrollment limited. Some speaking engagements off the campus. Prerequisite, 11. Mr. Carson.

22. *Discussion and Argumentation.* Study of the principles and techniques of problem-solving as they apply to solution from cooperation and to solution from conflict. Emphasis on the recognition and analysis of options, on the testing of evidence and its formation into patterns of argument. Discussions and debates. Mr. Carson.

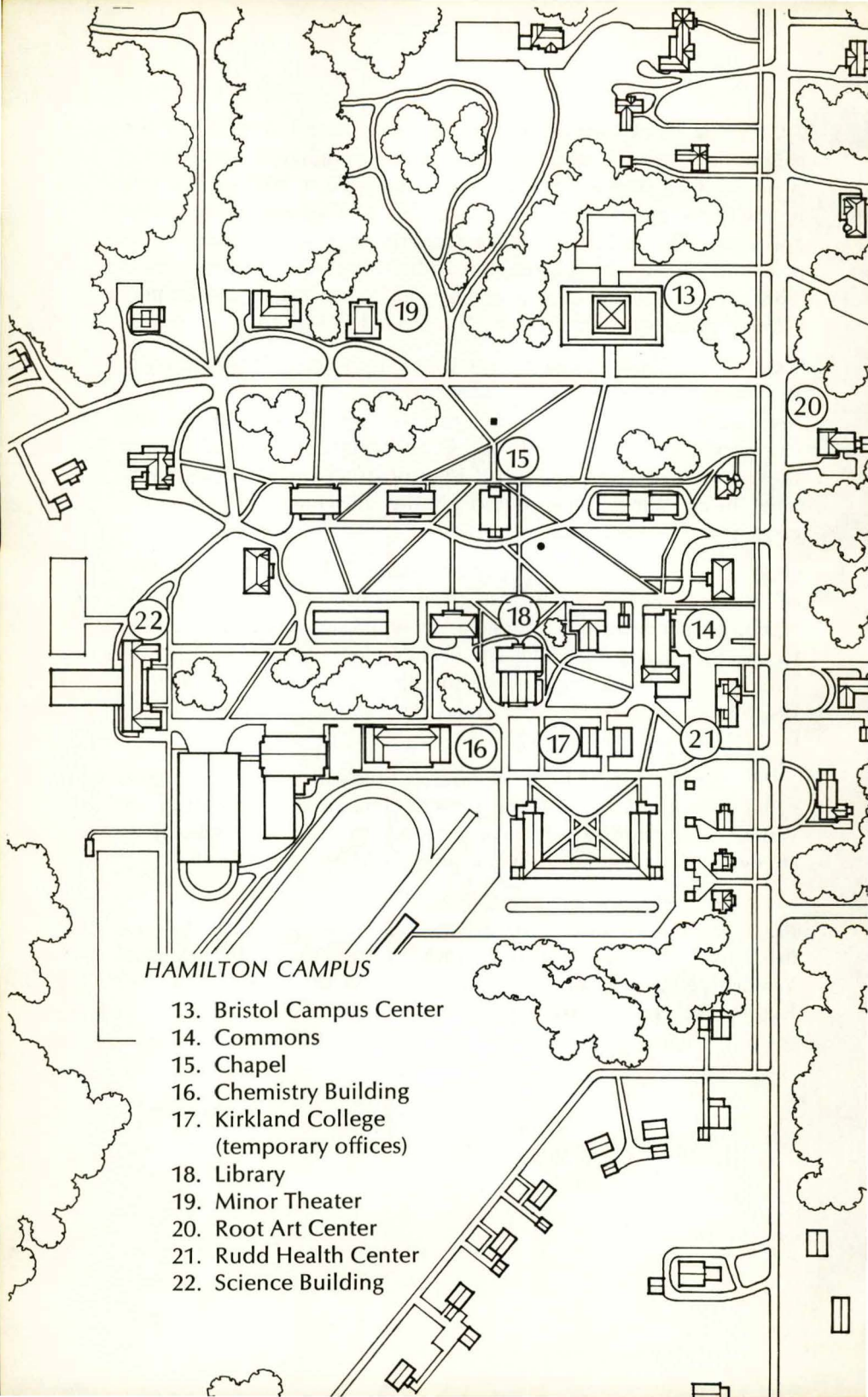
31. *The Black Orator in America: 1800-1946.* A study of the origins and growth of Black militancy through the speeches of Black leaders during the 19th and early 20th centuries. The role of the Black preacher under slavery; Black Abolitionists and their speeches. The oratory of Black Congressmen during the Reconstruction; Booker T. Washington and the rhetoric of compromise. The rise of political action groups and their major spokesmen. Offered in the spring semester. (Not offered 1971-72.)

32. *Problems in Contemporary Communication.* Examination of the changes in society's attitudes toward oral communication as these attitudes have been conditioned by electronic mass media and changing social patterns. Readings in semantics, communication theory, anthropology, etc. Effort to reconstruct rhetorical theory to meet the age it must serve. Offered in the fall semester. Prerequisite, consent of the instructor. Mr. Todd.

33. *History and Criticism of American Public Address.* Study of selected spokesmen in American history whose influence is attributed partly to their public address. From the Colonial period to the presidency of FDR. An examination of the relationships between speech-making and the society it is intended to influence. Practice in applying the principles of rhetorical criticism to significant speeches. Mr. Wright.

34. *Contemporary Public Address.* Study of selected American spokesmen from FDR to the present. Emphasis on the ways in which contemporary speakers respond (or fail to respond) to changing social attitudes toward public address. Mr. Wright.

36. *The Rhetoric of American Reform Movements: 1820 to the Present.* A study of the persuasion and organizational techniques used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, and Civil Rights. Lectures and student oral reports. Mr. Todd.



HAMILTON CAMPUS

13. Bristol Campus Center
14. Commons
15. Chapel
16. Chemistry Building
17. Kirkland College (temporary offices)
18. Library
19. Minor Theater
20. Root Art Center
21. Rudd Health Center
22. Science Building

KIRKLAND CAMPUS

Academic Complex

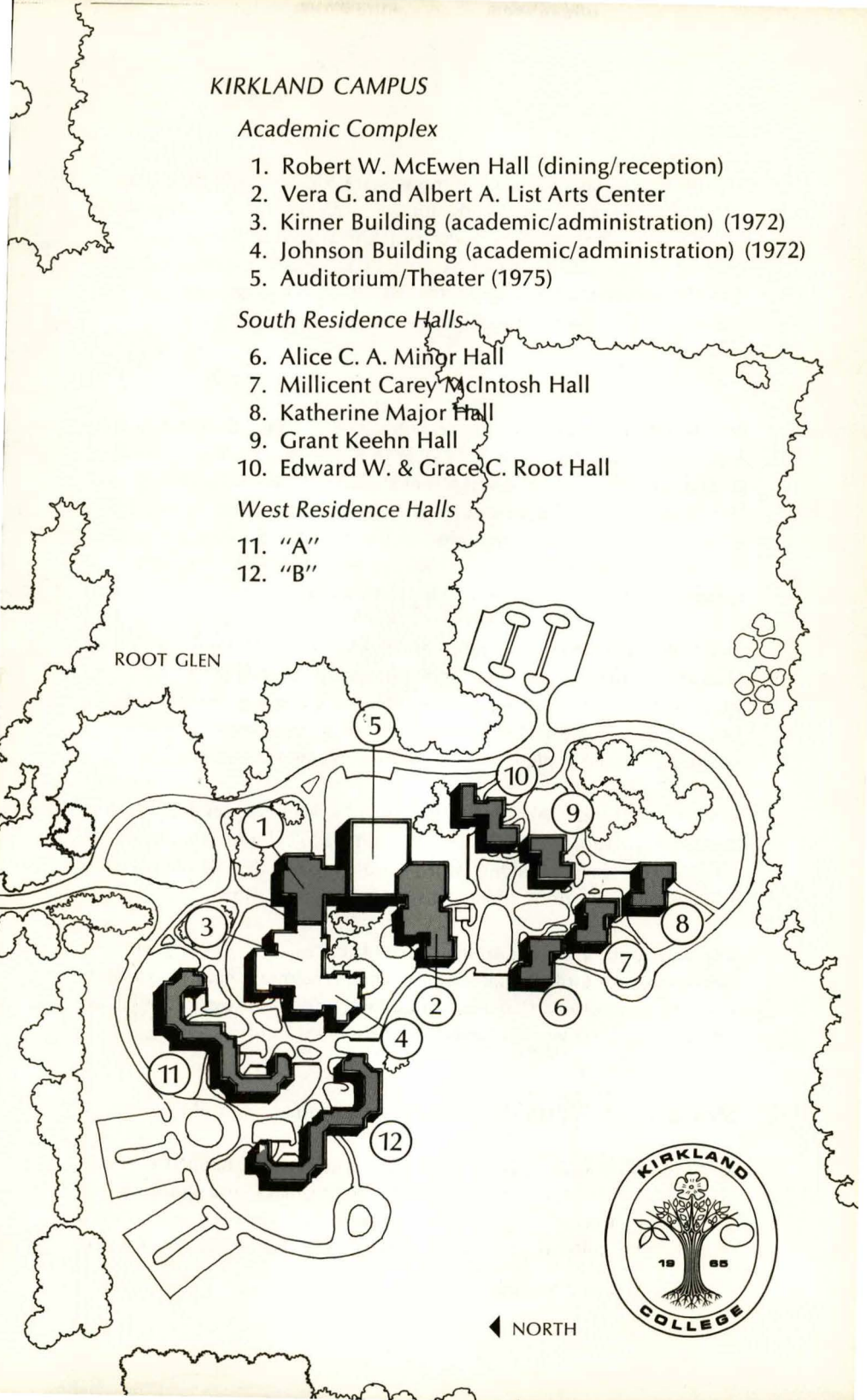
1. Robert W. McEwen Hall (dining/reception)
2. Vera G. and Albert A. List Arts Center
3. Kirner Building (academic/administration) (1972)
4. Johnson Building (academic/administration) (1972)
5. Auditorium/Theater (1975)

South Residence Halls

6. Alice C. A. Minor Hall
7. Millicent Carey McIntosh Hall
8. Katherine Major Hall
9. Grant Keehn Hall
10. Edward W. & Grace C. Root Hall

West Residence Halls

11. "A"
12. "B"



Location

The Hamilton and Kirkland campuses are located on a high plateau overlooking the Oriskany and Mohawk valleys in central New York State. The colleges are one mile from the village of Clinton and ten miles from the city of Utica. Kirkland's campus occupies sixty acres directly across the road from the Hamilton buildings, but set apart visually within its own geographic boundries.

Buildings

During 1970 construction was completed on the Vera G. and Albert A. List Arts Center, the second building in Kirkland's academic complex. In addition the sixth of seven planned residence halls was opened, with the seventh scheduled to house its first students in the Fall of 1971. With the Fall of 1972 completion of the Kirner and Johnson academic and administrative buildings, the campus will lack only its final element, a planned 1,200 seat auditorium/theatre.

The List Arts Center has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; rehearsal halls and practice rooms for music; two exhibition areas; classrooms; faculty offices; and a special audio-visual seminar area with an electronic synthesizer and complete projection and recording facilities.

The Kirner and Johnson buildings will contain seminar rooms, classrooms, student study carrels, and faculty and administrative offices. The Kirner Building will include a 200-seat hall designed for academic presentations, including science demonstrations.

The auditorium/theatre, connected to the List Arts Center, will give direct access to professional rehearsal and performing space for students working in drama, art, music, and dance, and will provide the setting for major cultural events of local and national stature.

Shared Facilities on the Hamilton Campus

AFRO-LATIN CULTURAL CENTER. The Center, opened in 1969, affords facilities for the presentation of the black and Puerto Rican perspective through discussions, lectures, art exhibits, and similar educational, cultural and social events. The Center is open to all

members of the Hamilton and Kirkland communities.

BRISTOL CAMPUS CENTER. The Bristol Campus Center, built in 1966, was designed for the joint use of Hamilton and Kirkland. The Center includes a college bookstore, reception areas, guest rooms for visitors, dormitory rooms for student guests, snack bar, lounges, TV room, bowling lanes and billiard tables, and rooms for student activities. In addition, the building provides gallery space for several student and professional exhibitions during the year.

THE CHAPEL. The Hamilton College Chapel, a beautiful example of Federal architecture designed in 1827 by Philip Hooker, is also available for the use of both campuses. Aside from regularly scheduled religious services, the unconsecrated building also affords a place for public assemblies, concerts, recitals and lectures.

MINOR THEATER. The Minor Theater, adjacent to the Bristol Center, is a complete remodeling of a building long on the Hamilton campus. Highly flexible and well equipped, it is used for student-run undergraduate productions and college-sponsored work in drama.

HEALTH CENTER. The Thomas Rudd Brown Health Center, completed in the fall of 1959, is shared by Kirkland.

THE LIBRARY. See page 21.

COMMUNITY GOVERNANCE

Kirkland sees education as a process of individual development in which the academic and the largely personal are inseparable.

The assumption of the College in the academic realm is that insight – intellective knowledge – is the product of disciplined study centered upon course work, that ideas are rarely the exclusive product of any one discipline, and that emphasis on the inter-relatedness of disciplines can produce a unique kind of intellectual sophistication. Beyond these considerations there remains the question of the limits of the educational process. To quote from a report of The Hazen Foundation, "To split 'intellectual' from 'other' development seems highly analytic, for in practice, when dealing with an individual, it becomes virtually impossible to separate intellectual from moral and emotional growth."

The College demands much of the individual student from the beginning, believing that our society has generally tended to underestimate the ability of young adults to act responsibly when given genuine, rather than token, control of their own behavior.

Kirkland is an institution of higher learning uniquely dependent upon the active involvement and commitment of the people who are a part of it. Both students and faculty are voting members of five standing committees of the Board of Trustees, and, in the Kirkland Assembly, the College's legislative body, faculty and students share the responsibility for establishing regulations that embrace the social, cultural, and academic aspects of the college.

With the ratification of the Kirkland Constitution in 1969 and subsequent creation of the Assembly, a beginning statement was made about the participatory nature of the Kirkland community and the belief that Kirkland students have the maturity to join in the conduct of the college's affairs. Policy in regard to such matters as admission, degree requirements, and curriculum is discussed and voted upon in the Assembly by student and faculty representatives, and their actions are subject only to the review of the Trustees or the President acting on the Board's behalf.

STUDENT LIFE

The Residence Halls

Each of Kirkland's residence halls includes not only student living quarters, but also a faculty apartment and a seminar room. This arrangement encourages the informal association of faculty and students, and also reflects the College's belief that arbitrary lines between curricular and noncurricular space are unnecessary and are to be avoided.

There are two types of residence halls. The first type, housing between 40 and 90 students is divided into "half-floors" containing four single and four double rooms. Each of the halls has its own public area for guests and gatherings, a small informal lounge on each upper floor, and kitchens for snacks and occasional meals. The second type is much larger but arranged in six-student suites of four singles and one double, each suite with its own kitchen and living/dining room. Students are responsible for the care of their own rooms.

Health

Kirkland students share with those of Hamilton the diagnostic and patient-care facilities of the Thomas Rudd Brown Health Center, where a physician and a clinical psychologist are in residence and registered nurses are on duty twenty-four hours a day. Consultation with specialists is arranged as needed. In addition to the services of a consulting gynecologist, the facilities of the Planned Parenthood Association are available to Kirkland students, through an agreement with the Association.

The inclusive Kirkland fee covers all services at the Health Center including routine medicines, X-rays, treatment, and some consultation charges, as well as ten days in the infirmiry. Additional days are charged for at the rate of $5.00 per day.

All full-time Kirkland students are automatically enrolled in a ten-month group accident insurance policy which will cover the actual cost of any medical or surgical treatment that may be required as the result

of an accident, including hospitalization and the services of trained nurses. For any accident not the result of College-affiliated activities, a $50 deductible clause applies. Also, each full-time student is covered under a medical disaster policy which provides for the payment of 80% of charges above $500 and up to $5,000 per accident. All insurance coverages are subject to the usual terms and conditions as required by the New York State Insurance Department.

To be assured of twelve-month protection and coverage of illness beyond the provisions of Kirkland's ten-month health services, a student should be included under her family's health insurance plan.

A complete physical examination (by the doctor who has known the student most recently, if possible) is a final requirement for entrance. Results of this examination will be reviewed by the College physician and will provide basic information for future care and treatment.

Religion

Although Kirkland has no affiliation with any specific denomination, it has a deep concern for the moral and religious growth of its students. Services of the three major faiths are held in the Hamilton College Chapel. The Chapel Board of Hamilton and Kirkland, with both students and faculty members, arranges for religious services in the Chapel and sponsors other activities, in cooperation with Hamilton's Chaplain. Congregations in Clinton and Utica represent all major denominations.

Athletic Program

Kirkland has an entirely voluntary program in athletics. A Coordinator of Athletic Activities coaches field hockey, lacrosse and swimming and assists in the organization of other athletic activities. Most Hamilton sports facilities (including a golf course, swimming pool, tennis and squash courts and baseball diamond) are open to Kirkland at specified hours.

Winter sports are particularly popular in the Clinton area. Hamilton College has a large skating rink regularly available for recreational skating. Skiing enthusiasts use the campus, neighboring slopes, the public park and tow in Utica, or nearby resorts.

Extracurricular Activities

The range of extracurricular activities at Kirkland is as broad as the interests of the students who initiate them. They now include a student-run Coffee House, a literary magazine, a yearbook, several musical groups, the Hamilton/Kirkland Choir and the Hamilton/Kirkland Woodwind Ensemble. There are also numerous other Hamilton/Kirkland joint activities, including the Spectator, a weekly newspaper, WHCL, the colleges' radio station, an annual Folk Festival and several political groups. A Black and Puerto Rican Union operates as part of the Afro-Latin Center. There are two film societies on the Hill which show weekly films. In addition to drama and dance within the Arts Division, there are extracurricular dramatic productions and modern dance classes. A Free School functions as a coordinating Center through which individuals interested in voluntarily exploring the same topic gather into study groups.

There are no sororities at Kirkland College.

Automobiles

The number of student cars allowed at Kirkland is subject to the prior approval of the Dean of Residence and depends on the number of student parking spaces available. In general, priority is given to seniors and juniors, and it is unlikely that freshman or sophomores will be given permission to have cars.

ADMISSION INFORMATION

Kirkland College actively seeks a diverse student body representing all races, creeds, and backgrounds. The College admits women who have given evidence of intellectual commitment, self-motivation and solid academic achievement. Seminars, independent work, tutorials and field projects are an important part of the curricular structure of the College, all of which require a high degree of intellectual stamina and self-discipline.

Kirkland College expects a strong secondary school academic program. Ordinarily such a program should include four years of English, four years of a foreign language, three years of mathematics, two years of social sciences, and two years of a laboratory science. However, programs varying from this pattern are equally acceptable, provided that they represent a solid college preparatory program. The Committee on Admission does take into consideration the difficulty of the program the applicant has pursued.

The Scholastic Aptitude Test of the College Entrance Examination Board is required. Scores from any testing date will be accepted; however, January is the last possible date. Achievement Test scores are not required but may be submitted in support of an application for admission. An Achievement Test in language is strongly recommended.

The CEEB code number for Kirkland College is R2349.

Credentials

Many times a student's abilities may not be revealed totally in school records; therefore, candidates are welcome to include, as part of the admission application, whatever additional evidence they believe will help the Committee on Admission to judge their capacity to benefit from and contribute to the Kirkland community. For example, a prospective student may wish to submit part of an independent study, an art portfolio or description of her work. If she has made a film, organized a nursery school or carried out a research project, the committee on admission would like to have the detailed information.

An interview is extremely helpful to both the candidate and the College. Unless the distance is prohibitive, each applicant should make arrangements for such an interview on the Clinton campus by writing to the Admission Office, which is open Monday through Friday from 9:00 until 4:30, and on Saturday mornings during the academic year from 9:00 to 12:00. An applicant should request an interview appointment or notify the College of her inability to come to Clinton by February 1st. Off-campus interviews can be arranged in some major cities. The College prefers that a student come for an interview in her senior year; as a senior interviews are more useful to both the candidate and the College. The Admission Office welcomes exploratory visits from juniors, however, and if a prospective student feels that she will be unable to return to the College for a senior year interview, she is welcome to request an interview at the time of her visit.

Application and Notification Dates

A student who has notified the College of her intent to apply by returning a completed preliminary application form will recieve application forms in the Fall of her senior year.

The application forms, with a nonrefundable fee of $15 (check or money order, payable to Kirkland College) should be received by the Admission Office no later than February 1, 1972. An earlier return would be helpful.

Requests for financial aid of any kind, including job or loan, should be made to the College in writing. She will receive a Kirkland financial aid application form, to be completed by the candidate and returned to the Admission Office by February 1. She must also obtain the Parents' Confidential Statement form of the College Scholarship Service, available at most secondary schools or by writing directly to the College Scholarship Service (P.O. Box 176, Princeton, N.J. 08540 or P.O. Box 881, Evanston, Illinois 60201 or P.O. Box 1025, Berkeley, California 94701) with a request that a copy be sent to Kirkland College, code number R2349.

The College will mail notification of admission decisions on April 15. Announcements of financial aid decisions will follow immediately. Accepted students will have until May 1 to notify the College of their intent to enroll.

Early Decision Plan

A strong candidate who is certain that Kirkland is her first choice is encouraged to apply for Early Decision. She may apply at any time between September 1 and January 1 of her senior year. An Early Decision candidate who completes her application by November 1 will receive a decision on November 15; and by January 1, on January 15. When a student's application is complete, the Admission Office will notify her by postcard. A candidate who applies for Early Decision at Kirkland may also make regular application to other institutions if she wishes. However, if she is offered admission to Kirkland it is understood that she will withdraw any other applications she may have made and will not make any subsequent applications.

An Early Decision applicant who is neither offered admission nor rejected will automatically be considered with the regular applicant group in April.

If an Early Decision candidate who applies for financial aid is offered admission without the requested financial aid she will be exempt from the conditions concerning acceptance of admission, deposit, and withdrawal of applications to other institutions.

A candidate requesting Early Decision should take the Scholastic Aptitude Test in May of her junior year.

Early Admission

Kirkland firmly believes that most students profit from the full four years of seconday school. However, an unusually able and mature candidate who wishes to complete her high school course in three years and gain admission to college may receive favorable consideration if she has the academic background essential for success at Kirkland.

Candidates who are applying for Early Admission may not apply under the Early Decision Plan.

Advanced Placement

Advanced Placement and/or credit will be given to well-qualified students on the basis of excellent secondary school work, honor grades on the Advanced Placement Examinations of the CEEB, and other appropriate evidence – at the discretion of the Kirkland divisions or Hamilton departments involved. (Students who have received honor grades of 4 or 5 on the Advanced Placement examinations should see that their examination papers and grade reports are sent to the Dean of Academic Administration at Kirkland.)

Transfer Admission

Kirkland may accept admission applications from students who have completed no more than two years of work at another college, provided that such transfer applicants have strong academic records. Before March 15, a prospective transfer student should file an application form which may be secured from the Office of Admission. The following credentials should be sent to the Director of Admission no later than April 1:

1. Official transcript of the candidate's college record
2. Official transcript of her secondary school record
3. Copy of the catalog of the college attended
4. Letters of recommendation from two of the candidate's college teachers
5. Results of the Scholastic Aptitude Test (to be reported by the CEEB)
6. Health form

An application fee (non-refundable) of fifteen dollars must accompany an application for transfer.

PAYMENT DATES FOR 1972-73

Application Fee

At the time of application $15

Matriculation Fee

On or before May 1, 1972 . . . . . $500

To reserve a place on the College list, this fee should accompany acceptance of admission to Kirkland from all new students and it should also accompany room requests from students already enrolled. (Students accepted under the Early Decision Plan will send the fee deposit within two weeks of notification of acceptance by the College.) The deposit is not refundable in case of withdrawal, but it will be credited against the expense of the first semester for matriculating students.

Tuition and Residence Fees

On or before August 15, 1972 . . . . . $1,600

On or before January 20, 1973 . . . . . $2,100

Tuition for Non-Resident Students

On or before May 1, 1972 . . . . . $500

On or before August 15, 1972 . . . . . $900

On or before January 20, 1973 . . . . . $1,400

Other charges for non-resident students will be arranged for on an individual basis.

At the present time, the College projects an increase of at least two hundred dollars in the overall fee for 1973-74.

FEES

Payment of Kirkland's current fee entitles a student to tuition, room and board, health services, and official student activities. It does not include charges for non-curricular activities such as riding, which must be arranged for on an individual basis.

The current policy of the Kirkland Board is that the College must make periodic fee adjustments which will compensate for annual upward trends in costs at this time. Notice of such changes will normally be given in the preceding academic year, and the College will make compensatory adjustments in financial aid to current and incoming students who apply and qualify for such aid.

College bills are sent July 1 and early in January. Checks should be made payable to Kirkland College and sent to the Kirkland College Business Office, Clinton, New York 13323.

Many organizations and banks offer various payment plans for tuition and fees. The College does not advocate any particular plan, but the Business Office has a list of tuition-paying organizations which can be supplied any student or parent on request.

REFUNDS

A student may not register for classes unless payment for the semester has been made.

In the event of withdrawal from the college for any cause after payment has been made, the college will normally prorate that portion of the overall fee allocated to cover board. Since arrangements for instruction and residential provisions are projected on an annual basis, no other refund is possible.

STUDENT AID

The College will allocate its funds for financial aid on the basis of need to those who have qualified for admission. Because these funds will be limited during Kirkland's first few years, applicants for aid should make every effort to obtain outside financial support.

New York State Regents Scholarships may be applied to Kirkland's tuition, and New York Higher Education Assistance Corporation loans are available. (The loan programs of many other states may be used as well.) National Merit Scholarships are also applicable at Kirkland.

In addition, Kirkland participates in a number of the federal government's programs of assistance in financing higher education. These include NDEA loans administered by the College, the work-study program under which students may work up to 15 hours per week during the school term and up to 40 hours per week during vacations, on campus or at approved off-campus agencies; and Educational Opportunity Grants, which are direct scholarships awarded in amounts up to $1,000 per year to students with substantial financial need.

Kirkland awards scholarships, loans and jobs, usually in combination. Various jobs are available, primarily on the campus, ranging from baby-sitting for faculty families to dining hall and library positions and research for faculty.

Financial aid awards are not renewed automatically. Students who wish to be considered for a renewal of an award will file an application with the Director of Student Aid in the spring of each year.

If a student enters Kirkland without a scholarship and subsequent changes in her family's financial situation make assistance necessary, the College will make every effort to help her. However, it should be understood by applicants and parents that it is unwise for a student to exhaust her resources during the first year of college in the hope of receiving scholarship awards for the three remaining years. Since the College's major responsibility is to those who enter on scholarship, all those who need financial aid are strongly advised to apply for it when they apply for admission, as well as to investigate all possible sources of financial assistance.

Payment of Bills

No student whose bills are unpaid may receive a degree or honorable dismissal, or obtain a transcript of her record. No exceptions can be made to this regulation.

PLACEMENT

Kirkland students have demonstrated considerable ingenuity and success in finding meaningful and substantial summer and term-time jobs. Information on employment after college can be found in the combined Hamilton and Kirkland Placement Office. There are vocational files, and a special library of literature on graduate study and an ever increasing variety of employment. Two placement advisors are available, and the deans and appropriate faculty members advise on graduate study. A concerted effort is being made to promote a work/study program. Interviews for interested students are scheduled with representatives from major American corporations, federal agencies and other visitors to the campuses.

Prizes

The George A. Watrous Prizes will be awarded annually to those students at Kirkland College whose manuscripts in the categories of poetry, fiction, and literary criticism are judged the best to be submitted in competition. The prizes, in the form of cash awards, are made possible through the generosity of Mrs. Edgar W. Couper of Binghamton, New York, and are established in memory of her father, the late George A. Watrous. Seventy-five dollars will be awarded to winners in each of the categories and an additional twenty-five dollars will be awarded to the winner whose work is considered most promising.

Selection of the winners will be made by a panel of at least three judges appointed annually from the Kirkland faculty. The judges will reserve the right not to make an award in any category in a year in which the entries, in their opinion, do not warrant such recognition.

Requirements for submission of manuscripts and the system by which the authors will remain anonymous to the judges during the selection will be announced annually. Selection of the winners will be made during the second semester.

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1971-72 Calendar

SEPTEMBER	7-9	Tuesday-Thursday	New students orientation program
	10,11	Friday, Saturday	Upperclassmen arrive
	12	Sunday	Opening convocation, 2 p.m.
	13	Monday	Kirkland and Hamilton classes begin
OCTOBER	1,2	Friday, Saturday	Associates Day
	15,16	Friday, Saturday	Fall meeting, Board of Trustees (Clinton)
	23	Saturday	Parents Day
NOVEMBER	24-28	Wednesday noon-Sunday	Thanksgiving vacation
	29	Monday	Pre-registration for spring term begins
DECEMBER	3	Friday	Pre-registration for spring term ends
	10	Friday	Last day of Hamilton fall term electives
	13-18	Monday-Saturday	Hamilton examination period
	17	Friday	Last day of Kirkland classes
	18	Saturday	Christmas vacation recess begins

JANUARY	3	Monday	Christmas vacation recess ends. Start of Winter Study Program
	25	Tuesday	End of Winter Study Program
	26-30	Wednesday-Sunday	Intersession (No food service)
	28,29	Friday, Saturday	Winter meeting, Board of Trustees (New York City)
	31	Monday	Spring semester begins
FEBRUARY	5	Saturday	Kirkland evaluation day
MARCH	17	Friday	Spring vacation begins
APRIL	3	Monday	Spring vacation ends
	17-21	Monday-Friday	Sophomore proposals of concentration due
	24	Monday	Pre-registration for fall term 1972 begins
	28	Friday	Pre-registration for fall term 1972 due
MAY	8-12	Monday-Friday	Senior project reviews
	12,13	Friday, Saturday	Spring meeting, Board of Trustees (Clinton)
	19	Friday	Last day of Kirkland classes
	15-22	Monday-Monday	Hamilton final examinations
	25	Thursday	Commencement-Charter Class

Rules and Regulations for the Maintenance of Public Order at Kirkland College

The Kirkland College Community is a self-governing academic enterprise incorporated within the terms of a charter from the Regents of the University of the State of New York. This charter places final responsibility for the Community in the hands of the Board of Trustees of Kirkland College. The procedures and statements which follow are those which the Board* has approved and which they have instructed the President to institute in the event that the normal programs of the college are disrupted by a person or persons with or without membership in the Community. They are published for the information of the Community and all who come to the Kirkland campus and they are filed with the Regents and the Commissioner of Education in compliance with Chapter 191 of the Laws of 1969 of the State of New York. The fullest possible involvement in the final form of these Rules and Regulations will be sought during the coming academic year from every element of the Kirkland Community. In the event of emendation, charges will be filed in accordance with the law.

I. While vigorously defending the right and practice of responsible dissent on or off campus, and while holding as one of its aims the institution of rational change when required within its Community, the college will not tolerate behavior which has the effect of disrupting the normal educational and related administrative functioning of the institution, its faculty, staff and students.

Behavior shall be considered disruptive of the college's function when it:

a. blocks egress or exit from college facilities, be they buildings, classrooms, offices, or more general areas for activities,

b. renders such facilities unusable through obstruction, destruction or harassment,

c. prevents any member of the Community** or any other person properly present from participating in his or her normal activities on the campus,

d. creates a situation or riot or threatens so to do, or

e. in any way willfully and substantially impedes the college's accepted purposes.

II. The President or his agent specifically designated for the purpose shall be empowered to declare when conduct, in any particular case, shall be considered to be so disruptive as to require the application of these Rules and Regulations. He shall, whenever possible, make such a decision in consultation with the widest available membership of the college community.

III. In the event it has been determined that disruptive behavior is taking place, the following procedures will be implemented:

a. As a matter of first priority, all participants in such disruptive behavior shall be informed when they are considered to be in violation of college regulations as defined in I, above. They shall, at the same time, be asked to cease their disruptive activity within a specified period of time and be told what the consequences of refusal would be. They shall also be invited to meet immediately with the President or his agent at a specified area to discuss the reasons for the disruption.

b. On failure to respond to the above actions within the specified period, the President or his agent may invoke the temporary suspension of any student, faculty or staff member involved and (a) institute proceedings for criminal trespass against any visitor, licensee, etc., or (b) make application for a court order requiring the removal of all participants, or (c) take such other disciplinary or legal action as shall seem advisable to bring the specific incident to an immediate end. To the extent practicable, announcement of this fact shall be made to all participants together with the specification of a further brief interval at the end of which action shall be taken to bring about their removal or the cessation of their disruptive behavior.

c. A decent interval having elapsed, and no compliance being forthcoming, the President or his agent may request the removal of the offenders by Sheriff's officers or State Police.

d. Persons resisting removal by authorized officers of the law would be subject to arrest on those grounds.

Students so involved may be referred immediately to the duly constituted Committee on Student Life of the Kirkland Assembly with an administrative recommendation which may include suspension or permanent dismissal.

Faculty members so involved are subject to dismissal under the college's policies (A Statement of Policy Concerning Appointment, Tenure and Discharge of Faculty) which define disruptive behavior as non-feasance of duty. Their right of review shall be assured by the same policy statement, and in the event that action for dismissal is instituted by the President and that the case is brought to appeal, the results of the deliberations of the Appeal Board shall be forwarded directly to the Trustee Committee on Personnel for final action.

IV. Nothing herein shall be interpreted to limit or impair the right of the President or his agent. in the event of grave emergency to request the assistance of local law enforcement agencies, and to take such other action as he may deem necessary.

*Approval has been by the Executive Committee of the Board of Trustees which, by authorization of the Board on May 14, 1969 has been empowered to act on its behalf on this matter. These regulations shall be brought before the full Board for ratification at their next regular meeting in October 1970. Any emendations shall be forwarded to the Regents at that time.

**This includes trustees, administration, faculty and students. For purposes of this document, "administration" shall be construed as referring to all non-academic employees of the college.

Kirkland College as a new college is especially dependent upon private gifts to grow into the strong and independent liberal arts college for women that its founders intended and its aims profess. It will achieve its potential as it receives from individuals and other sources the resources required to support, to build, and to adapt.

Gifts or bequests to the college may be given for general purposes or to support the specific interests of those who want to help. The College especially needs scholarships, professorships, buildings, equipment and permanent endowment. Gifts or bequests may be of several kinds: sums of money, property, securities, insurance, or other valuables. They are deductible for income or estate tax purposes.